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ABSTRACT

In the past year, the Alabama project has tried to find methods for linking the services of adult education and libraries with a total of approximately 400 adults in designated areas of Birmingham and Jefferson Counties. Specific objectives included the coordination of services, community agency referral, recruitment, feedback on utilization of materials, library interpretation, inter-agency cooperation, staff orientation and selection of materials. Gaining the support of local decision-makers was also considered to be basic to the success of the project. To achieve the objectives, an average of 50 teachers of the Adult Basic Education participated either directly or indirectly in a part of the year's program. The Birmingham Public Library, 16 branches, and five bookmobiles including the Jefferson County Free Library cooperated with the model center to make the service more effective. This report describes activities, analyzes data and explains what happened as a result of the coordination and/or services. All evidential materials are included in the latter half of the document. (Author/CH)

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The Interrelating of Library and Basic Education Services for Disadvantaged Adults

ANNUAL REPORT

Gulf of Mexico

BIRMINGHAM, ALABAMA

Appalachian
Adult
Education
Center

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FINAL REPORT

ALABAMA MODEL CENTER

A DEMONSTRATION OF THE INTERRELATING OF LIBRARY AND BASIC EDUCATION SERVICES FOR DISADVANTAGED ADULTS

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ABE-Library Center Staff

Birmingham Public Library

Ann Gwin, Project Director

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ABSTRACT

FINAL REPORT

ALABAMA MODEL

The major purpose of the Alabama model center was to demonstrate the ways in which existing resources and services of the Adult Basic Education program and library can be coordinated to better serve the disadvantaged adult. A second general purpose was to provide library services to designated Adult Basic Education centers in the city of Birmingham and Jefferson County.

Project activities, conducted during the year, September 1972, to June 1973, involved four types of ABE centers: a community school, city and county jails, an adult learning center, and a public school system.

The staff kept daily logs of activities to document the work of the model center. Information and data related to specific objectives has been assembled in order to evaluate the services and coordination of the two agencies. This report describes activities, analyzes data and explains what happened as a result of the coordination and/or services.

The Birmingham model center staff consisted of a project director, full-time secretary, three part-time ABE aides and three part-time library aides. Three volunteer recruiters worked with the project during the year. All local consultants gave their time freely for in-service training of the staff.

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INTRODUCTION

Public libraries contain vast resources and materials which could be of great importance to basic educational programs for the disadvantaged adult. In this relatively unexplored field, it was necessary to define areas of responsibility and develop specific objectives. The Alabama project has, in the past year, tried to find methods for linking the services of adult education and libraries.

Specific objectives included the coordination of services, community agency referral, recruitment, feedback on utilization of materials, library interpretation, inter-agency cooperation, staff orientation and selection of materials. Gaining the support of local decision-makers was also considered to be basic to the success of the project.

Six ABE classes with a total of approximately 400 adults in designated areas of Birmingham and Jefferson County participated in the project. An average of 50 ABE teachers were either directly or indirectly a part of the year's program. The Birmingham Public Library, 16 branches, and five bookmobiles including the Jefferson County Free Library cooperated with the model center to make the service more effective. The project services to ABE centers was divided into four phases--immediate, for ABE classes operating year round--early fall, for those beginning in October--middle fall and late fall, for classes operating for short terms.

Patrons were questioned initially to determine their needs, interests and types of library services desired. For the past year, the ABE Library Center has been engaged in activities directly related to the specific objectives. The activities have involved staff members as well as ABE and library personnel and other agencies and organizations.

It is hoped that the following report will provide pertinent information to other ABE and library groups in their efforts to combine services.

OBJECTIVE I AND II

To study how the coordination of ABE and library services affected the library's selection of materials.

To develop a bibliography of those materials isolated in Objective I.

The present holdings of the Birmingham central library were to be assessed by coping skill areas and by approximate reading level at the beginning of the project year and again at the end of the year.

Present holdings and acquisitions during the project year in the Birmingham central library will not only be listed with complete bibliographic information by adult coping or survival skill, but will include the following:

(1) cost of the material

(2) source of material

Materials include all kinds of print such as books, magazines, newspapers and pamphlets, and all types of nonprint. Needed materials that did not appear to exist were to be identified.

Plans were made to assess the holdings of the Birmingham Public Library (by coping skill areas and approximate reading level) at the beginning of the project for later comparison to determine whether coordinated services did make a difference in the library's selection of materials. From this study a bibliography was to be compiled. Two assistants, experienced in library work, began immediately in September with the assessment. The assistants decided that the most practicable plan was (1) to use recommended bibliographies and (2) examine materials on the shelves as time permitted. A third aide worked with the library assistants in compiling the information.

The problem encountered in the beginning of the assessment was the lack of guidelines. A promised coping skill inventory had not been completed at that time. As an alternate solutions, assistants used their own judgment to decide which subjects were important to adult learners who have limited reading ability. When the coping skills inventory arrived, the staff has pleased to find that the inventory emphasized those areas already chosen.

Pertinent bibliographies used to assess the holdings were:

1. Reader Development Collection. Atlanta Public Library, n.d.
2. Library Materials Research Project Bibliography. University of Wisconsin Library School, 1972
3. Reading Development Books. District of Columbia Public Library, 1970
4. "Books for Adults Beginning to Read", American Library Association, 1967
5. Leaflets published by the Public Library of the District of Columbia 1971
    a. "Spend your money wisely"
    b. "Get that job"
    c. "Keep your family healthy"
    d. "Homemaking"
    e. "Sew it yourself"
6. Supplementary Reading for Adult Basic Education Courses. Alabama Public Library Service, 1972
7. Bibliography of Literacy Materials. Adult Reading Center, Kalamazoo Public Library System, 1967

It was hoped that such a bibliography would have been available for teachers' use; however, a final bibliography is not yet complete. A short bibliography was compiled and distributed and seems to have been useful to the teachers and professional persons who were familiar with materials. Adults enrolled in classes are more interested in actually seeing the books.

The compilation of such a bibliography was useful to the staff working with it as it gave them experience in estimating a reading level and

OBJECTIVE III

To have every ABE learner and his family members own a library card.

Plans were made to distribute a special number series library borrower's card to each family member. The usual library rules requiring a small fee for residents of adjoining municipalities were waived for this project. Staff members endeavored to keep records of ABE members who already owned cards. Generally, only 3 or 4 persons in a class would have a regular card. It was also noted that few ABE teachers had library cards.

The only real problem encountered in issuing borrower's cards was in the area of eligibility. It was decided, because of the nature of this program, to issue free cards to anyone actually enrolled in ABE classes. Learners in each class were offered library cards. Very often it was noted that adults were interested in having a library card, but were unenthusiastic about checking out materials. Four hundred special cards have been issued. Reactions to library cards varied from enthusiastic to apathetic.

We believe that persons who are using the library will continue to use its resources to upgrade their reading skills and help solve their problems. The continuation of a similar type program would help undereducated adults develop a lifetime reading habit and use the public library as a source of information. Our findings indicate a definite need on the part of learners for library materials which they would be able to obtain only by having a library card. Therefore, it seems that some method for continuing to offer a borrower's card or an introduction to the library card should be considered at the close of the demonstration program.

in selecting materials fitted to the needs of adults.

A short annotated bibliography of materials that are known to be useful by the adult new reader should be available to ABE and library personnel. All bibliographical information with reading levels should be included. The bibliography would be more useful if compiled specifically for the intended use of urban or rural population.

As the staffs of ABE and libraries become more concerned with the total program, the bibliography will increase in importance.. Librarians should consider the advice of ABE personnel in selection of materials.

OBJECTIVE IV

To develop a system of library interpretation and orientation for ABE students.

A slide-tape presentation was planned which would include the following:

(1) What the inside of a library looks like

(2) The fact that there is a welcoming assisting staff in the library

(3) The kinds of questions that might be answered by books, magazines, pamphlets, tapes, etc.

After presentations, students would have been encouraged to ask questions and have discussions about the slide-tape.

Field trips to branch libraries were to be a part of the orientation. If transportation presented a problem, circulation collections were to be placed at centers to encourage materials use.

As the slide-tape presentation was not completed, field trips and circulating collections have been the means of orientation. From the tours, the learners have found the library a warm place where one may find useful reading material. Each trip was planned in advance; the librarian made a special effort to locate appealing materials on an appropriate reading level. Seven field trips have been conducted thus far; future trips are planned. Circulation reports show that the tours influenced the ABE learner's use of library materials. (See Appendix B) Not only were tours arranged for target area classes; tours were conducted by assistants for other classes in the city of Birmingham.

Along with the field trip, books deposited at centers have been meaningful to the learners. All designated classes have had deposits of materials on an alternating basis. Assistants have delivered books weekly or bi-monthly, whichever is feasible. Requests have been filled as rapidly as possible. The response from the supervisors, teachers and learners to this material has been very favorable. Approximately three-fourths of the persons in each class make selections from the materials delivered to the class.

An example of what can happen as a result of field trips and library orientation is the following experience. Two assistants visited the Council School ABE class to encourage teachers and learners to use library resources. The teachers received referral handbooks and the learners received an introduction card which entitled them to check out books at their local branch of the Birmingham Public Library. The assistants found that they were interested in visiting the model center's library. Seventeen persons visited their model center library and checked out about 30 books and pamphlets. In the next week, one of the men from Council School came to the model center to return a book on upholstering furniture. The book helped him understand better "how to repair something at home." He said he worked in a bakery "but fiddled around with furniture". A library card was given to the man and he used it to check out two books on carpentry. It was his first visit to a library on his own.

Attitudes of staffs and learners have changed as a result of these services. Such services might continue if a trained volunteer could act as a liason between the ABE class and the library.

OBJECTIVE V

To assess the gift books at the county jail and to train a volunteer to process the usable books.

Documentation would take the form of a narrative of the process of find- and training the volunteer (hopefully an inmate) and the number of books processed.

The assessment of the gift books at the county jail and recruiting and training of a volunteer to process usable books could not be implemented. The books to be assessed are located in a chapel (also called the library) which adjoins the cells; there is no wall between the two areas. Several years ago the books were cataloged and made available to the prisoners. Few were used for the purpose of reading, but rather were used for contraband and as weapons. Many of the books were mutilated by the prisoners. It was then decided that the inmates could go to the library area to read, but the prisoners used this as an opportunity to talk. Some of the problems might have been avoided if we had taken the objective through the proper channels to begin with, but we did not anticipate any difficulty because we had worked successfully in the city jail without needing to approach the warden.

Though our staff has not had access to the county jail program, the ABE teacher has transferred materials to his classes there. Because of his desire to improve the curriculum, books have been available to adult learners. (See Appendix C & D)

The county jail rehabilitation program is located across the street from the jail and also within walking distance of the model center. As a separate part of the county jail, assistants originally delivered materials to the center. However, for the past five months, the young men there have been allowed to come to the model center library once a week to browse and check out books. This has been a breakthrough for the rehabilitation program and an opportunity for increased use of library resources. Already men who have been released have come back here for materials. One man has checked out quite a lot of material pertaining to jobs. Also stemming from this program is the referral of parolees to the ABE class here or nearest to them.

Another type of coordination pertaining to jail programs is between the Bessemer jail and the Bessemer library. The same ABE teacher mentioned above was interested in obtaining similar materials for his classes in Bessemer. The librarian was contacted about the possibility of a combined program. Not only did she lend books on hand; she also went out and purchased suitable materials requested by the ABE teacher.

Facilities are available so that the services mentioned above could be continued. An aide would be necessary to assist in selection of materials and circulation of materials. There is a possibility that funding for aides might come through the Adult Basic Education program. The plan for this objective has not in itself been useful, but the situations evolving out of the objective have been very useful in the coordination of staffs and in the opening of communication channels.

OBJECTIVE VI

To find materials to fit individual ABE learner interests and needs through the use of reader profiles.

The reader profiles were to be used to provide materials to each individual learner at least one time for the purpose of providing an actual library experience. (See Appendix L)

Cards were to be made giving students name and center, age, reading level and interests. Assistants were to enlist the teachers help in getting the needed information.

Plans were made to keep a tabulation of the results of the reader profiles; a tabulation by coping skills and/or by interest area; narrative of the procedures for providing materials to each individual. A bookmark to provide feedback was designed to go with the materials for specific students.

It was felt that through the use of profiles and bookmarks, librarians would have more knowledge of what the ABE learner wants to read and what he does read. Bookmarks would show the appropriateness of selected materials.

The reader profiles were made and completed if possible. ABE teachers cooperated to some extent with this; in instances they did not have the necessary information such as age. It was found that ABE teachers usually have only a minimum of information as questions of a personal nature discourage the prospective student. Difficulties arose in getting a reading level. All teachers have different testing methods and approaches to ascertain the student's learning level. Sometimes, an estimated reading level was available. Another problem with profiles was the rapid turnover in some classes. Before the profile could be completed, the persons had dropped out of class. This was true particularly with the jail ABE classes, as most of the inmates were there only for a short time.

Reader profiles have been useful as a type of documentation for the project. On the back of each profile, records were kept of the titles of the books each person read and the date checked out. Having this information has provided the staff of the model center with data on the interests of ABE learners and the variations in kinds of materials circulated at each center. It has also enabled the staff to compile case histories on individual learners showing what has been read in coping skill categories.

Bookmarks have elicited a response on the reactions of learners to particular materials. (See Appendix E)

The staff of the model center have made a concentrated effort to provide materials to individual learners in each class. Those efforts have resulted in an increased concern on the part of the ABE teachers and the classes for library services.

Reader profiles involved a great amount of time in gathering information about each learner and were less useful than our personal contacts.

OBJECTIVE VII

To provide community agency referral services to ABE clients as needed.

To implement this objective, the Appalachian Adult Education Center community referral handbook was first adapted to the Birmingham-Jefferson County area. This was a slow and tedious process because of the size of the area, specialization of tasks and lack of communication among agencies. The task of adapting the handbook to the community was begun in September, 1972, and completed in early February, 1973. The handbook was then printed by the City of Birmingham print shop and delivered to ABE teachers and other appropriate individuals.

In researching the handbook, we found that several booklets listing local social service agencies were very helpful. However, the staff discovered that all existing handbooks contained only a few of the agencies and services which we were seeking and none were appropriate to the needs of the ABE client. Many of the agencies which we contacted stated their need for the information contained in the handbook and asked for a copy when it was completed.

As soon as the handbook was compiled and printed, it was delivered by ABE-Library staff members to ABE teachers, librarians, administrators connected to the ABE-Library program and representatives of other social service agencies. At the present time, more than 150 copies of the handbook have been distributed. The handbook has been very well received by all and many have expounded on their personal need for a handbook of this type.

The ultimate desired outcome of this objective was its use by ABE teachers to aid their students in their social needs. The means by which this outcome was to be measured was by the use of a referral slip to be filled out by the ABE teacher each time he used the handbook to help a student. This means of measuring the actual use of the handbook failed. The only slips filled out and returned to the staff were those filled out by the staff of the ABE-Library Center.

The failure of the ABE teacher to complete these referral forms is due, in part, to the lateness of their distribution. The teachers were given the referral handbooks and referral slips only a month ago and may not have been given enough time to make use of them. We have also found that, in general, it is very difficult to get ABE teachers to fill out forms such as these because they are very short of time.

The staff has found that some means other than referral slips can and perhaps should be used to collect feedback on the use of the referral handbook. Several teachers have told members of the staff that they have made use of the handbook. However, they did not use the referral slips for various reasons such as their inability to find out the outcome of their referral.

The staff did not interview students at each center about whether they were referred by ABE because of the lack of time and the fact that it was apparent that very few referrals had been made so far in most of the centers.

There has not been enough time to adequately test the effectiveness of the handbook and its use by ABE teachers. However, from the feedback which has been received so far, the staff feels that the handbook is now and will continue to be a very important tool in opening channels of communication among ABE personnel, library staff, and other social service organizations. The usefulness of the handbook in the future will, of course, depend on the willingness of ABE personnel and others holding the handbook to continually update its information as social agencies and services change within the community.

OBJECTIVE VIII

To develop a family learning center in space provided by the library.

Plans were to be made to develop an ABE Library center that would include ABE instruction, a reading room and children's story hours. It was hoped that the facility would be open to the whole family during the daylight hours. The following questions were to be answered:

(1) Did the ABE family learners check out books before using the center?

(2) Did they check out books after using the center?

(3) Did the library-ABE students check out more books in February and March, 1973, than ABE family learners in another ABE center?

The model center with the circulating collection has been open to adults and young people who need ABE and remedial instruction. Children's story hours have been a part of the model center's program.

ABE family learners had not used the services of libraries before coming to the model center library. After enrolling in the program, they did check out books. In February and March of 1973, the ABE family learners checked out fewer books than ABE learners in other classes. However, in other months of the year the circulation of the model center topped other centers. (See Appendix A)

Two well established ABE classes were moved to the model center in the early fall. For a short time, a class for parolees was held at night. Members of the classes were issued a library card and were welcomed to browse or study in the library reading room. Films, filmstrips, cassettes, games and other materials were readily available and easily used. Either ABE or library assistants were on hand to aid in the selection of materials or set up filmstrips.

Recruitment for ABE instruction and library services has increased the enrollment considerably since the beginning of the program. (See Appendix F) Most of the persons recruited were from Central City.

In planning the objective, it was felt by the advisory board that establishing a small center convenient to "Central City" was important. "Central City" is a large low-income government housing complex in the immediate vicinity of the Birmingham Public Library. Some residents in the area patronize the central library, but the majority seem unaware of library services. It was also noted that no ABE class existed in the "Central City" area.

Problems encountered were few. Teachers of the ABE classes asked for instructional material and supplementary reading material on level one. Some needed material has been located and made available to them.

The model center is also the core of the project. All materials are processed and stored in this centrally located area. Resources of the Jefferson County Free Library, the Birmingham Public Library and the Jefferson County Curriculum Center are accessible to the model center.

The objective to establish a family center with ABE instruction has been most useful to the residents as is illustrated in the case studies. Many coordinating activities of staffs have come about as a result of this planned effort. The model center staff has been able to observe teaching procedures and the kinds of things which happen to learners as learning takes place. It has given staffs of both ~~ABE and~~ library opportunities to learn from each other and interrelate services for the advantage of the client.

It is felt by local observers and those involved in the project that this has led to a valuable type of coordination between staffs. (See Appendix F)

The continuation of the objective is desirable. Facilities, resources, and materials are available.

One endeavor toward developing a family learning center was the opening of a tutorial program for elementary school children from a nearby school. The tutorial program for the children of Northside School began on January 29, 1973 and ended May 3, 1973. The staff of the ABE-Library center was not prepared for the onslaught of children who responded.

A member of the staff made the arrangement with the principal and teachers. She was allowed to visit each class and tell the teachers and students about the ABE-Library program.

On Monday afternoon between the hours of 2pm to 4pm the staff worked with the 1st and 2nd grade; on Tuesday, the 3rd and 4th grade; on Wednesday, the 5th and 6th grade; and on Thursday, the 7th and 8th grade.

During the first two weeks, the program was swamped with children. A staff member picked the children up at the school in a station wagon loan to the ABE-Library project by the Alabama Public Library Service. The staff tried to impress upon the teachers that only the children with the greatest need should be included. However, the teachers were so zealous in their enthusiasm that they made an effort to have all the students in their class attend. Once again, a library aide had to go back to the school and ask the teachers to select their students on the basis of need, especially after the second week when the center had 75 children on two separate days. Then the program dropped to a manageable 20 to 25 children per day. With the arrival of spring the program dropped to about 15 per day. It was observed by the staff that these children grew in coping with their problems and in the realm of social behavior. The children on the whole were a year or more behind in their educational level and even more behind emotionally. Scattered among the children were a small number of exceptionally gifted individuals.

All of the participants were taken to the children's room of the Birmingham Public Library and encouraged to join. The staff discovered that approximately one-third of the children had library cards in the past and owed fines. Of course, these children could not check out books. Another one-third were active users of the library and the remaining one-third had never used the library before.

Notes were sent home to the parents about the fines. Many paid their fines. A few children were not allowed to join by their parents. Those children who did not have cards were given forms for the parents to sign.

At the end of the tutorial program on May 3, most of the children were active members of the Birmingham Public Library. The children took some of the books checked out to school and shared their new knowledge with classmates. Many of the teachers have expressed their appreciation of this fact. (See Appendix I)

Northside School is located in a poverty area of Birmingham. Most of the children that attend Northside School are black. It has been necessary at times to put aside the tutoring and discuss with them problems and attitudes of daily living. They have requested filmstrips on growing up, family problems, drugs, and the generation gap. They have been tutored in reading, arithmetic and English. The staff feels that it has used coping skills in working and building relationships with these children.

In an effort to project the image of the ABE-Library into a family learning center, the proposal objective was misinterpreted. Since this was pointed out to the staff in March, an all out endeavor has been made to find ways in which the parents could be involved in the ABE-Library.

In the beginning of the program the parents of the children had to give written permission for the children to attend the tutorial program. The staff has visited in the homes of many of the children, meeting the parents and informing them of the work of the Birmingham Library and the ABE-Library program.

The ABE-Library has sent stickers to the homes which said, "My Library Loves Me." and "I Got It At the Library".

Plans have been made to take to the home of each child a book called Tell Me Some More by Crosby Bonsell. This books is designed to show the children how they can use the library as an information center and also remind the parents that the library is there for their use also.

The staff made a special effort to encourage the children to join the summer reading club of the Birmingham Public Library.

In March, after discussing the problems of the tutorial program, changes were made to emphasize the total use of the library to these children. A great deal of stress was placed on story hours, the use of filmstrips which would help them to cope with problems, and to provide the children with the best available literature and material that was related to their needs and culture. In doing this, it has taught the staff much in expressing ways that the library can serve disadvantaged children and their parents.

It is difficult to measure the success of the tutorial program. It may be a year or more before a parent can say, "I Got It at the Library".

OBJECTIVE IX

To engage in recruitment of undereducated adults to ABE and library services.

Plans for the objective were:

a. To launch a media recruitment campaign using the Appalachian Adult Education Center recruitment kit.

b. To train project staff and volunteer recruiters, utilizing the training kit for recruiters.

  (1) Bexar County Learning Center (San Antonio, Texas) Training Kit

  (2) Harry Frank, Professor of Adult Education, Auburn University

c. To recruit door-to-door, starting with "Central City" for the new learning center and to distribute special introduction cards for the central library.

d. To extend recruitment to other areas of the city and county where needed.

e. To train existing ABE recruiters and broaden their invitation to library services in addition to ABE.

Documentation would show enrollment and retention figures for each center before and after recruitment in the area of that center and a count of special introduction cards presented to the central library after distribution of those cards in the "Central City" area.

In-service training for the staff began in late August, 1972. Consultants gave the staff pointers on recruiting of various types: door-to-door, television, radio, use of flyers and enlisting the aid of community leaders. The staff began immediately designing posters and leaflets. (See Appendix G) The president of the "Central City" Council invited the project director and staff to have the program twice this year at the regular monthly council meeting.

All branch libraries received a poster and leaflets to promote the adult basic education program.

In January, a member of the model center staff enlisted the radio and television media to disseminate information about the project. The project director and the staff gave information on televised interviews and two radio talk shows. Thereafter, many calls were made to the center concerning the nature of the program and enrollment procedures; leaflets were mailed to all who called in.

Two articles were published in the City Hall Reporter and one article in the Alabama Association for Public Continuing and Adult Education (ALAPCAE) newsletter. Another newsletter published by the University for Alabama in Birmingham contained a brief description of the services of the project in connection with the ABE custodial class held there.

Local newspapers carried several articles describing the model center activities. (See Appendix H)

Harry Frank, Ed Byars and Jo Scott of Auburn University have contributed a great amount of effort to the project as recruitment consultants. Presently Jo Scott is training a volunteer to direct volunteer activities for the coming year. A recruitment sheet was printed to enroll volunteers to work with the program. (See Appendix J)

The staff of the model center recruited door-to-door in the "Central City" area and in the western section of Birmingham. Though very little was accomplished in the West End endeavor, much has happened as a result of the person-to-person recruiting in "Central City". After only a few visits to persons living there, the word was spread about the new ABE-Library class held at the model center. Recruiting also served to close communication gaps between residents. Through our efforts, people made new friends and learned about the new services available within walking distance. Two volunteers and one community leader were also involved in recruiting efforts.

Data on the number of persons contacted has been kept for documentation.

Only those who were willing to give names were written on the forms. (See Appendix K) A count of the special introduction cards was also made.

Plans have been made to continue recruiting through volunteers. Volunteers may also act as a liason between the library and ABE; perhaps they could arrange tours and give out the introduction cards.

This objective has been somewhat useful in the coordination of ABE and libraries; although not as helpful as others. It is felt by some that recruiting should be the role of the ABE teachers and not librarians. However, others in ABE seem to feel that if there is recruiting probably volunteers should do recruiting. Another advantage is that it would not require any additional funding.

OBJECTIVE X

To ascertain how coordination of public library and ABE services affect the adult learner in terms of library behavior and coping skills.

As a result of the activities listed under the other objectives, it is hoped that the adult learner will utilize public library services and will improve his coping skills. To measure this:

Central, branch, and bookmobile librarians will be asked and trained to be aware of the special number series of library borrowers cards issued to ABE student-family members. The Birmingham Library System presently arranges each morning the books checked out the previous day in the Dewey decimal system for record keeping purposes. At the time that the count is made the books checked out on ABE member cards can be tabulated. In addition to ascertaining interest areas of books circulated, number of ABE-student family members using the libraries for the previous day will also be recorded.

Plans were made to show the adult new reader that the library is a place where he can find information; that library personnel welcome and assist him and that he can use his library borrowers card to develop a life-time reading habit. Data gathered shows how much they use the library and for what purposes.

We know that learners utilize local public libraries to some extent through circulation figures. Adult learners have been encouraged to visit their local libraries. At present, many do not since they elect to check out books in their adult basic education classes. A tabulation of materials checked out at libraries shows that tours have a direct effect on circulation figures. (See Appendix B)

Our findings show that 1/2 to 2/3rds of the class members have never been in a library and that a majority do not own a current library card.

The interests of the adult learner are varied; circulation figures indicate that disadvantaged new readers check out few books in the science and history areas. Biographies and leisure reading materials are the most-read categories. Black literature is well read as is religious materials. Our findings agree with those of Helen Lyman; the new reader often reads difficult materials because he is interested in a particular subject.

OBJECTIVE XI

To demonstrate how coordination of services affects ABE curricula.

Explanation or orientation meeting will be held for ABE staff, library personnel, and project staff. (The Jefferson County ABE meeting will be held the second or third week in September and will include time for library-ABE project. It will be arranged with Dr. Gregg, Assistant Superintendent for School Services, to invite interested librarians from the county. Involvement of project staff and city librarians in the Birmingham ABE staff meeting will be checked with Dr. Matherson, Assistant Superintendent for School Services.) The following will be included:

a. An explanation and justification of the project will be given.

b. Discussion will be encouraged which will ascertain whether ABE teachers use public library services in their instruction of ABE students. If they do, the ways they use the library will be listed. If they do not, the reasons they do not will be listed. Then a plan will be developed with the teachers and librarians for adding library tasks or assignments or use to the ABE curriculum.

c. The library and ABE staffs will be acquainted with the proposed bibliography of materials in the coping skills areas that will be available to them in the late fall.

d. The issuing of borrowers cards through the ABE centers will be explained.

e. The library interpretation or orientation sequence (slide-tape and field trips) will be reviewed and suggestions called for.

f. The ABE and library staffs will be asked to fill out a revision of the questionnaire at the initial meeting and again at the end of the project year.

g. The Coping Skills Inventory will be discussed.

h. The provision of occupational information (Vital Information for Education and Work, VIEW materials) will be discussed.

i. A system for requesting and receiving materials for individual students and for instruction will be discussed.

j. The community referral handbooks will be mentioned.

5

k. The development of reader profiles by the ABE teacher with project staff help will be discussed.

l. The role of recruiters for ABE and library services will be discussed.

m. The referral forms for ABE student folders will be explained.

An orientation meeting for the city ABE teachers was held early in October, 1972, to explain and coordinate the new services. Norman Parker, Director of ABE State Department of Education; Ross McQueen, ABE Area Coordinator State Department of Education; Dr. Matherson, Assistant Superintendent of Supportive Services; Bobby Anderson, Jefferson County Area School Supervisor; Bessemer ABE teacher, and the project staff also attended. The objectives were explained by the project director. Procedural questions arose first such as why the school system was not funded for the program instead of the local library. Another question from the teachers concerned how the target areas were selected. Many unserved teachers felt they should have been consulted during the initial planning. Mr. Parker and Dr. Matherson asked the teachers for cooperation. The teachers requested that more information be mailed to them. Forty-four questionnaires which included self-addressed stamped envelopes were distributed at the meeting; only eleven were returned.

At the suggestion of George Eyster, Director of Appalachian Adult Education Center, the questionnaires returned were tabulated and results mailed to the participating ABE and library personnel. (See Appendix M) The second role questionnaire is now being answered and the results will be tabulated as rapidly as possible.

A great block in the beginning of our problem was the attitude of some ABE teachers; on the surface, they seemed interested in the success of the project, but aides were not allowed enough time to get profiles, give out library cards or find the interests of individuals. At present, this problem seems to be resolved. All ABE teachers are cooperative and are allowing the assistants to have a personal approach in reaching each learner.

To get feedback on the success of the County ABE classes, a meeting was held in the spring with the county supervisors. The response to the project was favorable. Future needs of the project were discussed. The supervisors were able to suggest several areas as possibilities for a continuing project year. One problem which greatly affects attendance and retention of ABE students is transportation. The use of the referral handbook was explained and plans were made for distribution to county teachers.

Examples of teachers' coordinating library tasks into their curriculum are included in the appendices. Some teachers assign library tasks, and have informal book talks and group discussion as a part of the class activity. Teachers have encouraged their learners to visit the nearest branch library. Attitudes of staffs and learners have changed as the program evolved. The plan for this objective has been fairly successful. However, other methods might have been more fruitful. Personal visits with administrative personnel before beginning the project would be helpful. Clarifying objectives of the project and contacting each teacher and librarian is also important.

The type of coordination called for in this objective could be continued, if time and personnel are available. A visit to each ABE class to plan library tours and distribute library cards or an introduction card is a way to open communication channels. ABE teachers are interested in bibliographies and in viewing the actual materials that are useful to the learner. Volunteers might be trained as a liason between librarians and ABE personnel. Slides have been made of the project activities which could be used for **orientation** for ABE classes, librarians, or others interested in a cooperative program.

OBJECTIVE XII

To develop displays which will be used to develop ABE students' interest in specific library materials and to improve his coping skills.

The desired outcome of this objective was to stimulate ABE students' interest in library materials, emphasize the relationship of library to ABE students, and inform the ABE student of the wealth of material available concerning various coping skills.

To achieve this outcome, the staff planned to develop at least three displays in at least three of the centers, (Jefferson County Adult Learning Center, ABE-Library Center, and the Jefferson County Correctional Center), during the year.

A total of four displays were developed by the staff. These were on the subjects of getting a job, travel, fixing up one's home, and great people. These displays were first used at the ABE-Library Center and three of them were then used at the Jefferson County Adult Learning Center. There were no displays placed in the Jefferson County Correctional Center since the inmates there began visiting the ABE-Library to check out books in January and were exposed to the displays there.

The staff was unable to develop more than four displays because of lack of time and funds. (This objective was last in the priorities draining the materials fund and supplies fund.)

Although a questionnaire was not given to the students concerning their response to the displays, there has been considerable feedback on the effectiveness of the displays. Several books put out with the displays were checked out by clients and several requests for additional books were made. Also, there has been some verbal response by ABE clients and teachers.

DISPLAY ON JOBS Levels I - III

I. OBJECTIVE:

To alert people to the fact that the ABE-Library Center has information on jobs and that ABE can help the individual get a better job through education. Books about people who overcame their difficulties and "made it" were used to show what can be done if a person has ambition.

II. MATERIALS:

A. Library books about specific jobs and about people who "made it" in different vocations.

1. Randall, Florence
   Getting a Job. Fearon

2. Washington, Adolphus
   Hey, Taxi. Children's Press

3. McCalip, William C. Jr.
   Call It Fate. Children's Press

4. Goodsell, Jane
   The Mayo Brothers. Crowell

5. Harnan, Terry
   Gordan Parks: Black Photographer and Film Maker. Garrard

6. Dobbins, John Bennett
   Conrad, the Policeman. Denison & Company

7. Goldreich, Gloria
   What Can She Be? A Veterinarian. Lothrop, Lee and Shepherd

B. Pamphlets on jobs and how to find a job
   Laubach
   "Be Informed Series" Unit 7: "How to Find a Job"
   New Reader's Press

C. 5x8 index cards. On each was printed a short description of the job or the accomplishments of the person in each book.

Examples:
For Hey, Taxi
"Adolphus Washington, a black cab driver, had to struggle hard to regain the sense of dignity which he had lost while on welfare."

For What Can She Be? A Veterinarian
"Penny became an animal doctor because she loved cats, dogs, birds and other animals. She loves her work and is very, very busy."

III. METHODS AND PROCEDURES:

The books and pamphlets were displayed in the front window of the ABE-Library Center (10'x7') and the printed cards were arranged in front of each book so that they could be easily read. A large sign which read "Open the Door to a Better Job with the ABE-Library Center" was displayed in the window.

IV. ACTIVITIES:

None. This was to interest people passing by the window in the ABE-Library program.

A handbook of displays which the staff planned to compile was not attempted. This also was not done because of funds and time. However, the staff found that "Planning a Program of Library Instruction for the Culturally Disadvantaged" by Mrs. Jimmie R. Felder, Librarian of George Washington Carver High School in Montgomery, Alabama, was very instrumental in developing displays coordinating ABE classes and library materials.

As stated earlier, the ABE-Library program did not have adequate time or funds to thoroughly explore this objective. However, we feel that with adequate time, money and energy this objective could be useful as a visual means of coordinating the services of the library with ABE. The ABE-Library staff feels that the displays informed the ABE student of the usefulness of the library in supplementing his education and helping him to develp coping skills.

OBJECTIVE XIII

To gain support of local decision-makers for the coordination of ABE and public library services. This objective might be centered around and involve the advisory board.

Early in the project year, 16 local persons were named to the advisory board. Two of those were former ABE students. The director of the Alabama Public Library Service is the chairman. A meeting of the advisory board for the purpose of explaining the new project and clarifying objectives was held in September. Many important ideas were suggested to implement the program. The board helped define local needs and implemented recruiting plans.

To bring the board up-to-date with the progress of the center, a January meeting was held. It was a very productive session with new ideas and some revisions for the remainder of the year being formulated. Board meetings were taped for documentation.

The advisory board has been a very basic part of our project. Their solutions to the minor problems which have come up have greatly affected the progress of the model center. These are the kinds of assistance rendered by individual members of the board; locating instructional materials; loaning materials such as filmstrips; locating resource persons; setting up radio and television spots; offering concrete suggestions for immediate problems, referring interested persons to the class and disseminating information about the project.

OBJECTIVE XIV

To develop an Adult Basic Education program in the West End areas in cooperation with JCCEO (Jefferson County Committee for Economic Opportunity). Class or classes will be held in the West End Public Library.

The outline for the class at West End listed 3 areas, ABE instruction, recruiting and a reading room. Cooperation with the JCCEO was a vital link in the plans as the JCCEO had requested the class early in the project year.

In spite of good cooperation between the groups in recruiting and establishing a class, the effort was largely unseccessful, probably because the working class neighborhood could not avail itself of daytime classes. Various persons recruited for members: the JCCEO Counselor; her assistants; the librarian, and 3 members of the model center staff. A volunteer teacher rendered her services. A collection of books from the ABE-Library were available for the class; the librarian located usable materials from her shelves. Three learners enrolled in the class initially, but only one continues to study. In January, a total of 35 books had been checked out by these persons.

Emma F., who was recruited by the project director and is from a low-income housing section in the western area of Birmingham, was about 20 years old with two preschool children. She was very interested in an education and used her library card to check out two sewing books -- Of Course You can Sew and Knitting Without Tears. Her interests were knitting, crochet, and tropical fish. Though reading on level 2, she could use a reference book on tropical fish to point out the name of a species. She checked out sewing books, cookbooks and an encyclopedia. She also checked out materials for her husband and two children. She came to the class about two months. (She often walked the mile to the library with the two children.) She would also visit the library on her own. Emma was quite poor and rather untidy. After she checked out a book on good grooming, she came to the class with clean fingernails and a clean dress. She finally dropped out of the class for lack of a babysitter and shortly thereafter moved from West End.

Despite little success with the class there have been some useful experiences for us. The JCCEO, the West End Branch Library, and the ABE-Library will have a cooperative program in the future as the JCCEO opens its community building. This type of cooperation can go on without government funding, especially if the JCCEO is ongoing.

* * *

In summary, this demonstration project has led to a cooperative venture between the library and ABE programs in Alabama. Plans are being made to continue the services, using the present facilities provided by the library and furnished through the efforts of both agencies (ABE and library). Possibilities are being discussed for continuation through 1973-74. A proposal requesting two or three paraprofessionals and materials is being considered by the state director of adult education.

II. Critical Judgments

A. Selection of Staff

The staff of the model center, though chosen rapidly to meet time demands, has been efficient, versatile and dependable. Their primary concern has been the success of the project. The staff has worked as a team, whole-heartedly seeking both ways to implement objectives and time to help the disadvantaged learner cope with daily problems.

Only two changes were made during the project year; one because of illness and another because of schedule difficulties.

The staff member with the library science major left the project at the end of February to help boost circulation at a branch library in a disadvantaged area. However, she continues to serve the model center on a voluntary basis.

B. Training

A pre-service training session for the staff was held in late August, 1972. Each month, there have been staff meetings to discuss problem situations, and daily progress. The Director of the Birmingham Public Library, the County Librarian, and the state ABE Superintendent have met with the staff on several occasions to contribute new ideas and suggest alternate procedures.

Ed Byars and Jo Scott, who are working toward doctorate degrees in Adult Education at Auburn University, conducted a one-day recruitment training session at Birmingham Public Library for ABE staff, volunteers, library staff and the model center staff. Some county librarians also attended. The assistant director of the library gave a slide-presentation on the history of the library also listing the resources available as an introduction to the session.

Dr. Harry Frank at Auburn University has, on two occasions, visited the center to discuss the progress of the recruiting program. Since

March, Jo Scott has served as a consultant on recruiting; guiding the staff and volunteers in formulating a continuing program.

The first training session might have been improved if time has been available to plan more efficiently the kinds of training needed.

A majority of training sessions were directed toward the study of ABE and recruitment. Though this type of training has been valuable to the model center staff, additional sessions with librarians would have been very helpful. A library consultant, experienced in work with the disadvantaged, could have given the staff valuable information.

C. Staff Responsibilities

The staff of the model center chose objectives in which they felt most proficient. Their responsibilities often parallel; staff members deliver materials to the Tuesday and Thursday night classes. The project director also participates in these activities. Some of the staff have recruited for prospective students in the West End and "Central City" area.

All of the model center staff have disseminated information about the ABE classes, library services and the referral handbook. They have encouraged teachers and learners to use the materials. Though the talents of the staff have varied greatly, all have taken their responsibilities seriously, and in doing so, expanded the services, spreading the influence of the project over a wide area.

D. Staff Utilization of Time and Resources

Time and resources have been used wisely with two exceptions. Staff and project director have involved themselves in tutoring and teaching, which is probably outside of the scope of their responsibilies. It came about because volunteer teachers were occasionally unable to meet classes or a learner was unable to enroll in the regular class. Only a small percent of total staff time has been spent in these activities. However, the staff has learned (from the tutoring) more about Adult Basic Education and learner's needs. In that way, it has been helpful to the staff.

E. Relationship to Local Library Personnel

The local library personnel have been very interested in the project and in any ways that disadvantaged can be better served. (See Appendix M) Librarians have located usable materials on their shelves for the adult learner. The librarians have willingly agreed to open libraries at night for tours. (Some branch libraries are not open every night of the week). County librarians have also shown a desire to cooperate with the ABE program by providing space for classes.

Problems arose as project staff tried to gather information on circulation figures from branch librarians. The special number series AB borrower's card was to be used to identify the ABE student in order that the librarian would make a special effort to locate needed books and also aid them in keeping records of the materials checked out by this particular clientele. All branch librarians received orientation and information before the program began. However, there are 16 branch libraries and 5 bookmobile libraries with full-time and part-time staff with occasional employee changes; those circumstances made the gathering of information more difficult. Most librarians did send the needed records to us as ABE students came in their libraries. A telephone call was made to each head librarian to check on the types of materials checked out and the number of AB cards used at each branch. This type of personal contact was more useful in gaining the necessary information from librarians.

F. Relationship to Local ABE Personnel

Local ABE personnel voiced reservations on some aspects of the plans for the new project, particularly about (1) the funding of the public library to play a role in ABE and (2) why not all ABE classes in the county were to be served. (The reason was that it was not believed originally that all classes could be served with available funds. It is now thought that they could have been). With the help of the state and local ABE supervisors the project director explained the research design and offered library services through the Birmingham Public Library to those classes not designated. As a whole, the project has had the support of the local ABE personnel. The county and the city programs have provided equipment, supplies and instructional material. ABE teachers have offered to help in any way they could to increase the success of the project. Most teachers feel that the new services provided through the cooperative efforts have added a new dimension to the ABE program.

During the last part of the project year, the ABE-library staff made an effort to reach all ABE classes in the city of Birmingham and Jefferson County. A sample of books, the Referral Handbook, a questionnaire, welcome cards, and handouts (publicity leaflets) were distributed to the classes. Five city ABE classes were contacted as they were in session. Two of those classes toured the nearest branch library.

The support and cooperation of the local ABE personnel has been very important in the implementation of the project objectives.

G. Geographic Scope

The model center has served designated ABE classes in the city of Birmingham and Jefferson County. There was no change in geographic scope, but an additional ABE class was planned for the West End

Public Library. An attempt was made to set up the class at the request of the JCCEO (Jefferson County Committee for Economic Opportunity) counselor. It was largely unsuccessful. (See Objective 14)

In the plans for the continuation of the project, it would be advisable to attempt to serve the ABE clients in the entire Birmingham-Jefferson County area on whatever basis it can be done. Materials might be delivered less often than every two weeks in order to reach members in every ABE class.

H. Introducing Materials to Learners

The staff of the ABE-Library have tried several approaches to introduce materials. Informal book reviews, displays, and library tours have aided in the introduction of materials. The staff often found that showing an interest in the learner's studies often gives an opportunity to encourage the use of library materials. It opens communication channels between the assistant and the learner. The learner will begin to ask questions such as "How can I learn to like reading?" and "How can I find time to read?" An in-depth study of "how to introduce books to the disadvantaged" would have benefitted the entire staff.

Genevieve Casey, of Wayne State University, gave us valuable suggestions in the limited time she was here. It seems that the most important aspects of introducing books are (1) a knowledge of the available materials and (2) personal contact with the client.

I. Locating Sources of Material

Sources of materials have been difficult to locate. Early in the project, the project director and secretary wrote to various libraries and companies for material lists. The resource information mailed to us by these agencies contributed a great deal, enabling us to purchase usable materials to have on hand for the beginning fall classes. The bibliography compiled by Helen Lyman, University of Wisconsin, was a very useful tool and particularly relevant for the Alabama project.

J. Materials Selection Process

The largest amount of materials selected by the model center fell in the coping skill categories. To avoid duplication of the materials available at the county and city ABE centers, only a small amount of supplementary instructional material was ordered. The center has a large amount of material for supplementary and recreational reading covering all four levels of readability. Nonprint materials in the form of filmstrips and cassettes are available for the learner. Other kinds of materials acquired are: newspapers, pamphlets, paperbacks, magazines, games, records, and ethnic materials.

K. Ordering Process for Materials

Materials were ordered directly from the publishers in most instances Many of the recommended titles were not available from the usual book jobbers. Local bookstores were sources for some materials, especially paperbacks. If possible, the project director and staff previewed the materials before purchase.

L. Delivery Systems

Delivery of materials to centers was on a rotating basis. The state car (on loan from Alabama Public Library Service) was used for travel to the various centers. Circumstances at the public schools often made it necessary for the staff to transport materials back and forth on each visit. The public school classroom which was also used for the ABE class had no bookshelves available for the specific use of ABE programs. This was also true in the University of Alabama classroom (for the Custodial ABE class).

At the community school program and the jail programs, space was available for materials. However, the project staff often found that materials left on shelves were not checked out as readily as those brought in the "cardboard box."

M. Advisory Board Function and Membership

The board functions in an advisory capacity, contributing valuable ideas and suggestions for the implementation of the objectives of the model center project.

All of the advisory board members are local persons involved in educational programs with the exception of the state ABE director and the state librarian. Two members of the advisory board are former ABE students.

The progress of the project this year is due, largely, to the backing of an effective local advisory board.

N. Recruitment

The recruitment program presented difficulties. Volunteers were seemingly unavailable. Late in the project year, Ed Byars and Jo Scott (Doctoral students in Adult Education at Auburn University) contributed their time for in-service training. Under the direction of Dr. Frank and Jo Scott, a fall 1973 workshop for volunteer recruiters is being planned.

O. Relationship with Students

The model center staff have had excellent rapport with the students. Each staff member has been quite concerned with the learners; this concern has permeated the whole model center program. Efforts have been made to reach the adult learner and show him that the library is aware of his needs and interested in helping him solve daily problems.

Examples of how closely the project staff have worked with students are:

(1) At the request of a prisoner soon to be paroled, an aide bought him a pair of pants to wear when he got out. The prisoner gave the aide the money and the aide volunteered the time for the job.

(2) Aides have taken learners home if they were stranded.

(3) Aides have occasionally assisted the women (who come a short distance in wheelchairs) in getting to class.

(4) Staff members helped locate prescription for reading glasses at a local optometrist.

(5) A staff member wrote a recommendation for a student seeking a better job.

(6) All staff members have given personal books to new readers.

In most ABE classes, students seemed very pleased with the personal attention given to their requests for material. The community school at Woodlawn had presented the most difficulties. Aides delivering books often felt uncomfortable though every effort has been made to encourage learners to use library services. Some changes in teaching staff at the community center made the group less enthusiastic; also the fact that it is primarily a GED (General Equivalency Diploma) program. Early in the project year, aides met with apathy from other classes, but as visits were repeated and staff members were very friendly, resistance on the part of learners was overcome. The warm welcoming attitude of project staff has "broken the ice" with most adult new learners. It was not uncommon for staff members to receive demonstrations of affection from learners.

P. Public Relations

Throughout this report, several forms of dissemination have been noted. The ABE staff, library staff, and model center staff have disseminated information in day-to-day contacts. Members of the advisory board including the director of the library and the state librarian, have made reference to the project in their contacts with community leaders and groups. A slide-presentation, which is shown to various civic organizations by assistant director of the Birmingham Public Library, contains snapshots of the model center's activities.

Slides were shown at the Alabama Library Association, April 1973, by the project director. A display on the project's activities drew the attention of many librarians at the meeting; several asked for further information on the model center program.

From the beginning of the project, many requests for information, bibliographies, and handbooks have been received. The field director for Alabama Public Library Service requested information for sources of materials and bibliographies to assist in compiling a list of materials for use in home study programs.

The director of APLS and state adult education supervisor have disseminated information about the activities of the activities of the project not only to ABE programs, but also to libraries across the state.

Q. Travel

Out-of-state and local travel arrangements have been quite satisfactory. On loan from APLS is a state car which is used for local travel and short trips. For service to disadvantaged adults, a vehicle has been absolutely necessary.

R. Orientation of library and ABE personnel

In-service training and orientation has occurred in separate groups and in combination. These sessions have been related in the appropriate objectives. Orientation could have been planned to be more effective if time had permitted. Later training activities have been well-planned and therefore were more useful to the participants.

S. Coordination of Services

Adult Education programs have in this project year, interrelated services to provide a more meaningful educational process for the disadvantaged client. Comments from clients indicate that the combined services are important to them. (See Case Studies)

Improvements in the services should occur as an outgrowth of this demonstration project.

T. Relationship of Project Staff

The staff of the model center have cooperated in endeavoring to fulfil the objectives set out in the original proposal. A feeling of unity has been evident throughout the year as each one strived toward meeting the goals of the project.

III. Questionnaire

A. Service

1. Do you and your staff have examples of ABE curriculum changes brought about by your project?

   Changes in curriculum have been noticed. ABE teachers have added library tasks as a part of classroom activities. Book discussions, reading aloud, and informal book talks are often included in the reading program. One teacher planned her classes in advance, requesting material on etiquette, travel and government; another teacher awarded prizes to the one checking out and reading the most books. For one daytime class, units were planned on the preparation of income tax forms using some leaflets and booklets from the model center collection. Consumer buying and credit was another topic of interest to a class. All filmstrips purchased for the project have been shown in classes by ABE teachers or assistants.

2. Can you document a significant increase in library usage by ABE students?

   Approximately 400 learners have been served in the project year. Materials circulation figures total 3,425 for the eight months of distribution of materials to learners.

3. Do you feel the accomplishments of this project have been worth the cost, time and effort?

   As a demonstration, it has shown that services can be interrelated and can continue (if funds and manpower allow). The project has broadened the perspectives of both agencies and enabled the disadvantaged learner to realize the benefits.

B. Continual Counseling

1. How useful do you and your staff judge the Community Referral Handbook to be?

   Though few referrals have been made, the handbook has been considered valuable by those who have received it. Community workers and leaders immediately comment on the great need for such a document. It seems to be one of the most important and useful accomplishments. (See Objective 7.)

2. What other kinds of counseling problems came up and how did your staff handle them?

   The kinds of problems which have come up were where to find jobs, family problems, problems of attitudes, transportation, personal hygeine, how to explain sex to children, alcoholism, and how to plan a family. Staff have made referrals to the appropriate agency using the handbook. Sometimes the person was interested in reading a book to help solve the problem. Problems on personal cleanliness have often been dealt with indirectly by suggesting a book on a related subject.

   Solutions to transportation problems were worked out with other members in the class. More often, the learner only wanted someone to listen and to care. Loneliness is quite a problem to persons from disadvantaged areas.

C. Manpower Development

1. Who was involved in the second orientation session? Activities. Reactions.

   The second orientation session was held in January, 1973, and involved ABE staff, library staff, project staff, county librarians, and volunteers. Two doctoral students under Dr. Harry Frank's supervision conducted a day workshop on recruitment. Library orientation was also a part of the day's activities. Transparencies and slides were shown with a question and answer period following. The group communicated their desire to promote the project in an effort to better educate the disadvantaged. Volunteers were in favor of involving community leaders and civic programs to further the recruiting objectives. A later development was the beginning of door-to-door recruiting in "Central City". Mrs. Jones, one of those present at the workshop donated one day a week for that purpose. She is now the director of volunteer activities for the ABE-Library.

D. Materials

1. Source	Not Useful	Useful	Valuable
Free and Inexpensive Learning Materials		X	
High Interest - Easy Reading for Junior and Senior High School Students National Council of Teachers Citation Press 1972		X	
Local bookstores		X	
Individual Publishing Companies		X	

2. The materials have been introduced to learners through the use of displays, tutoring, book talks, ABE teacher's referral and on a person-to-person basis. The staff members have tried every advisable method to gain the attention of learners. No one method could be more effective than person-to-person contact. Having a wide range of material and selections on each reading level is essential if the interest of the reader is to be captured.

3. Books checked out most frequently according to specific subjects, titles and coping skill areas

1. Books checked out by adult learners

a. *Advocacy*

Civil Rights. There has been great interest in books dealing with civil rights, especially by black clients. Books on Black leaders such as Martin Luther King, Jr., Malcolm X, Sojourner Truth, Whitney Young, Jr. etc. and other leaders in the civil rights movement such as John F. Kennedy and Robert F. Kennedy have been very popular. Some of the most widely read titles which deal with civil rights include: *Black Like Me*, *The Fire Next Time*, *Blacks in Time*, *Nigger*, *Manchild in the Promised Land* and many others.

Legal Aid. Male inmates in the city jail, county jail, and correctional center have shown a great desire for books on law, especially with concern for their own trial. The Houghton-Mifflin series *Justice in Urban America* has been very popular as has been the book *Under 21: A Young Peoples' Guide to Legal Rights.*

b. *Aging*

Very little interest has been shown in books dealing with the aging process. Some clients have brought their problems to class, but these have usually been solved by a referral to a social agency.

c. *Children*

Women have requested materials concerning child development, parental care, and child health care.

d. *Community*

Interest is this subject has focused mainly on ethnic groups, juvenile delinquency and social problems of the community. Titles checked out most often which deal with these aspects of the community include: *Durango Street*, *The Cross and the Switchblade* and *Go Tell It on the Mountain*.

e. *Consumer Economics*

There has been little interest in books dealing with consumer economics. The only exception being pamphlets, etc. used in class sessions devoted to this coping skill. The New Readers Press "Be Informed" Series has been helpful to clients and teachers dealing with this subject.

f. Family

Both male and female clients have shown interest in books dealing with the family and home. Women have been primarily interested in books dealing with clothing alterations, sewing, food preparation, and home management. Examples are New Fabrics, New Clothes and You, Good Food on a Budget, and Vegetable Gardening. Male clients have been primarily interested in books dealing with carpentry and remodeling such as The Practical Handbook of Carpentry and Basic Home Repairs. Books on sexual relations and family crisis have also been read. Examples are Love, Sex, and Being Human and Go Ask Alice.

g. Health

Interest in the area of health has revolved mainly around books on drugs and drug abuse. All books on this subject have been very popular. Examples are: The Truth About Drugs, and Pot, Pills and Powders. Women have also requested books on child care and pregnancy.

h. Housing

Adult learners both male and female have shown interest in books dealing with interior decorating, remodeling, home maintenance and repair. The Practical Handbook of Carpentry, Decorating Made Simple and Remodeling Your Home have been popular titles.

i. Jobs

Books dealing with how to get a job and descriptions of various jobs have been well received. Books such as Occupations and How to Find a Job have been requested often. The Children's Press "Open Door" Series and the Richards Rosen "Vocational Guidance" Series and the "Careers in Depth" program have been beneficial to clients.

j. Leisure

Female clients have been very interested in books concerned with cooking, Christmas decorations and sewing. All titles dealing with Witchcraft and astrology have circulated widely. Examples are: A Cauldron of Witches, the Way of Witches, Is Something Up There? and Thirteen Alabama Ghosts. Female inmates at the city jail have shown great interest in romances and mysteries. Clients from the Jefferson County Correctional Center have shown a specific interest in Western and suspense stories.

k. Relating to Others

Books dealing with this subject area have been tremendously well read, especially titles dealing with interpersonal relationships and understanding others. Some of the most widely read books in this category are Time of Trial, Time of Hope, Shirley Chisholm, Cool Cos The Story of Bill Cosby, Malcolm X, and Sounder.

1. Self

Books dealing with all aspects of the self have been very popular. Books falling under this subject area and that of Relating to Others have been the most widely read by far. Examples of popular books are: *The Life Story of Jesus*, *The Story of Jesus*, *Beauty for the Black Woman*, *Loner* and *ESP and You*.

B. ABE staff

Books requested by the ABE staff have been for students on general topics. Some of those requests are: low-level supplementary reading material, how-to books, instructional material, technical books, romantic stories and religious stories. Teachers ask for specific titles for personal reading.

IV.

Type of material	Number of pieces	
	Print	Non-print
Coping Skills	2,771 books 395 pamphlets	180 filmstrips and cassettes
Basic Skills	40 books	45 filmstrips and records

ADDENDUM: Internal Evaluation of AAEC Services

The Appalachian Adult Education Center has played a basic role in coordinating and guiding the Alabama Project staff. Out-of-State training, letters and telephone correspondence have aided the project director and staff to meet specific problems and adjust the program's design.

Training provided through the AAEC has been of great benefit to the model center in implementing the objectives. Monitoring activities have allowed the project staff to make minor adjustments in plans, isolate problems, and review progress. The Alabama project staff felt that more direction from AAEC especially in the beginning would have helped to clarify some problems. If it had been feasible, the Alabama project would have liked more visits from AAEC on-the-site consultants. The problem which loomed larger concerned lost correspondence between the Alabama project and the AAEC. Whether this was due to postal delivery systems or other circumstances, mail in both directions was often delayed or never arrived at all. This presented quite a problem, especially when it involved interim and final report requirements or an immediate plan for a workshop.

Recommendations as to types of materials to purchase were made by the AAEC staff; we have found those to be most useful in acquisition of reading material. The suggestions of Helen Lyman and Genevieve Casey were valuable in terms of readers' needs.

The budget outlined by the AAEC has been adequate for the demonstration period. Readjustment of line items were made when necessary.

The relationships with other model centers have been most rewarding to the project director. Contact with directors has brought new suggestions and possibilities for the Alabama program. The programs and decisions facing other centers, at times, has paralled with similar difficulties of the Alabama project. Therefore, joint staff meetings with the AAEC provided opportunities for problem solving.

APPENDICES

APPENDIX "A"

ABE-Library Center Circulation Statistics through April 30, 1973

Center	September	October	November	December	January	February	March	April	Totals
County Jail	25	14	89	42	15	24	0	0	209
UAB - University of Alabama - Birmingham	0	14	5	0	1	5	8	10	43
Correctional Center	42	37	8	12	63	97	75	52	386
City Jail (Men)	3	11	0	6	0	0	0	0	20
City Jail (Women)	15	46	10	10	67	76	84	166	474
Woodlawn	0	0	44	0	7	44	33	26	154
Jeff. Co. Adult Learning Center	23	18	79	0	65	119	114	98	516
ABE-Library Center	17	82	132	40	113	39	97	206	726
Georgia Road-Hayes, ABE Class	0	54	98	148	172	190	108	86	856
West End, Library Class	0	0	8	28	1	1	3	0	41
Totals	125	276	473	286	504	595	522	644	3,425

APPENDIX "B"

ABE Students and Teachers Use of Library Cards and Introductory Cards

	Introductory Cards	Library Cards	Books Checked Out
Birmingham Public Library*	0	12	53
Avondale Branch	0	0	0
Central Park Branch	0	0	0
East Ensley Branch*	17	17	32
East Lake Branch	0	0	0
Ensley Branch	0	0	0
Georgia Road Branch*	0	39	97
Huffman Branch	0	2	8
North Birmingham Branch	0	1	3
Park Memorial Branch	0	0	0
Pratt City Branch	0	0	0
Slossfield Branch	0	0	0
Smithfield Branch	0	0	0
Southside Branch	0	4	20
West End Branch	2	4	50
Woodlawn Branch*	0	4	34
Wylam Branch	0	0	0
Bookmobile 1	0	1	3
Bookmobile 2	0	0	0
Bookmobile 3	0	0	0
Jefferson Co. Free Library	0	0	0
	19	84	300

* Tour

(ABE-Library Center not included)

RAYMOND BELCHER
Chief Deputy
HENRY A. (DON) DONAHOO
Administrative Assistant

D. W. ORANGE
Assistant to the Sheriff
Bessemer Division
LIONEL BRAGAN
Chief Warden

MELVIN BAILEY
SHERIFF, JEFFERSON COUNTY
JEFFERSON COUNTY COURT HOUSE • 716 NORTH 21st STREET • BIRMINGHAM, ALABAMA 35203

January 11, 1973

Ms Ann Gwin
ABE - Library Center
Birmingham Public Library
2115 7 Avenue, North
Birmingham, Alabama

Dear Ms Gwin:

We certainly appreciate the books and services rendered by you and your staff.

Chief Lionel Bragan and Mr. Sid Brown conclude that the materials are being used by County Jail inmates, the Basic Education Class members as well as others.

Restrictions on types of books and the binding of such books is a concern.

Mr. Brown has here-to-fore, assumed responsibility of lending the books to individual inmates and though some books are not to be accounted for, the fact that someone in jail is reading the material is rewarding in itself.

I'm happy that the program is alive, so to speak, as it does help relieve the awesome problem of idleness so prevalent in the County Jail.

Respectfully,

Melvin Bailey, Sheriff
Jefferson County

MB:dm

cc: Chief Correctional Officer
Jefferson County Jail

APPENDIX "D"

THE LIBRARY-A.B.E. PROGRAM IN THE JEFFERSON COUNTY JAIL SYSTEM

April 11, 1973

Since its inception last fall, the Library-ABE program has provided many useful services for Jefferson County Jail inmates. Books of high interest, low-readability have been profided, and these were checked out by inmates and passed through the cell blocks. After approximately 170 of these were checked out, with few being returned, the instructor decided to limit use of the books to the classroom only. This meant that hardbacks, as well as softbacks, could be utilized since the books could not be taken from the classroom. Emphasis was also shifted from fiction to scientific non-fiction, which was much more abundant in hardback. In addition, technical and hobby-oriented periodicals (e.g., Popular Mechanics) and vocational orientation books were utilized on a room basis. These materials were received just as well, if not more so, than the fictional materials. In addition, general news periodicals and sports magazines have been distributed for reading in the cell blocks.

The greatest overall benefit has been derived from the scientific hardbacks and technical periodicals, as well as the vocational books. Inmates have become genuinely interested in, or have expanded their interest in, certain mechanical or technical hobbies. Hopefully, this type of interest will help them develop interest in constructive tasks and work once they get out of jail.

In the more specifically academic area, reading and language games were provided, broadening the appeal of the A.B.E. reading program. This is especially beneficial, because the persons in this program at the Jefferson County Jail are of the lowest level of academic achievement and the most poorly motivated.

The four ABE jail classes in the library program (including the Jefferson County Correctional Center class with a total enrollment of approximately 60 inmates) have a turnover of about 1/3 of each class leaving each month. Thus, approximately 150 to 175 persons have been exposed to the library program so far. Regarding academic achievement, no progress testing has been done, due to the turnover rate. However, 24 persons out of 28 have passed the GED examination during the last 6 months.

Many problems peculiar to a county detention center have beset the program, such as the difficulty in keeping up with books checked out, the lack of a library aide to assist (owing to security reasons) and the very limited physical space. In spite of these limitations, however, I feel that the library program has been of tremendous benefit in the specific areas mentioned above, and has greatly enhanced the overall ABE program in the jail.

Sidney L Brown

APPENDIX "E"

County Jail 10/72

Name Charles Conner

Title Martin Luther King: Fight for Freedo

I like this.

YES Yes ______ No

Why?

Mainly because I learn more about the things He did for the United States' sake. For all people I realy enjoyed this book. Hope I can get more

ABE - Library Center
Birmingham Public Library
2115 Seventh Avenue North

Name Eddie young, Jr.
9/72 - Co Jail

Title Youth! the Law

I like this.

✓ Yes ______ No

Why? Because it let me not ever I haven't been thinking correct it Really a good book.

ABE - Library Center
Birmingham Public Library
2115 Seventh Avenue North

County Jail 11/72

Name Jerry Hall

Title The Truth About Drugs

I like this.

✓ Yes ______ No

Why? Because its entitled to alert and worn the societys of how dangerous it is.

ABE - Library Center
Birmingham Public Library
2115 Seventh Avenue North

Oct. 17 County J.

Name Percy Melvin Jones

Title To Kill A Mockingbird

I like this.

X Yes ______ No

Why? It shows that justice can prevail in a racially tormented town.

ABE - Library Center
Birmingham Public Library
2115 Seventh Avenue North

BEST COPY AVAILABLE

APPENDIX "E"

Name ~~Martin Luther King~~
Mrs. Amanda Brantley

Title Martin Luther King
Fighter for Freedom.

I like this.

Yes Yes ________ No

Why? I like this book because I truly believe Dr. Martin L. King was a man of God. Sent here on a special mission, to fight the fight of love, and Justice for all men. And to show this world that miracles can be done, [illegible] through love and understanding. Then through hate and violence.

ABE - Library Center
Birmingham Public Library
2115 Seventh Avenue North

Name [illegible] Jett

Title [illegible]

I like this.

Yes Yes ________ No

Why?
because it [illegible] dreams [illegible] what it does to you

ABE - Library Center
Birmingham Public Library
2115 Seventh Avenue North

Name Nancy Oaks

Title Getting a job

I like this.

✓ Yes ________ No

Why? I like this book very much. It helps [illegible] job hunting.

ABE - Library Center
Birmingham Public Library
2115 Seventh Avenue North

Oct. 17 [illegible]

Name McKinley Rudolph

Title High School drop out

I like this.

yes Yes ________ No

Why? I like it because it tell about the life I had live and now I am trying to start out new again.

ABE - Library Center
Birmingham Public Library
2115 Seventh Avenue North

Steve; Hodge 16

I thank the ABE library for sending a person out to Tarrant.
I enjoy the books that she brings and they help me in my studies in unatural phenomenah.
It has helped me in studing such things as flying saucers, poltergist, earbe, and many other subjects.
Please don't stop sending books!
Don't know what id do!!

During this session of school, we have ben bless with the service of free library books bus
The books I have read are very Good. But I liked the black history of my peoples best. why? it gave me thoughts to to be proud ~~of~~ about
Next was the Sewing Instruction books ~~it was~~
I read several they are all Interesting and helpful
Thanks for the use of them

Ann:

APPENDIX "E"

May I say thank you to the staff and faculty of A.B.E. for the kindness and patience shown me these past four months. For years my hobby has been carpentry. Last year I decided to make it a profession. I applied to a union school for admittance but was refused simply because I could not pass their math test--10th grade math. Although I graduated from high school and business college, I avoided math, telling myself that I had a mental block and could not learn.

I had heard of adult education classes and was referred to the Library Center by the Birmingham Board of Education. After enrolling in A.B.E. I quickly realized that my lame excuse, mental block, would not be tolerated. An infectious, positive attitude was generated by the teachers, and once I had accepted the fact that my excuse for not learning was just that, learning became easy and fun. I eagerly anticipated each class and spent many happy hours solving mathematical problems.

A definite plus factor for our adult school is the books. On my first day, there on the bulletin board was a jacket for a book on carpentry. I discovered a wealth of books on the subject matter. Some contained explicit information I had needed for some time, such as the remedy for a sticking door. Just last week I had occasion to use a plumbing technique, found in one of the home improvement books, to unstop a sink. In addition to the non-fiction books, I have also checked out numerous fictional novels for reading enjoyment.

So, thanks to you and the others, I not only am in a position to pass my test, but have improved in other fields too. And certainly I have read a lot of books I would not have otherwise read.

Elizabeth M Mathews

+ The Library help me a great deal
in my reading, pronouncing, spelling,
give me courage to read. in church
sunday school an every day life. in
talking to small children. it realli open
my eyes to to face people; More than e
read. I am happy I met this class.

Julia Stringer

APPENDIX "F"

ABE-LIBRARY CENTER ENROLLMENT

October, 1972 - April, 1973

A. ENROLLMENT

Average for day class (Nov. 72) 12
Average for day class (Apr. 73) 17
Total number receiving special library cards 28

Average for evening class (Nov. 72) 12
Average for evening class (Apr. 73) 12
Total number receiving special library cards 21

Total number enrolled
day class 44
evening class 33

Total enrollment
77

Number owning regular library cards
5

Number withdrawn
22

Transferred
2

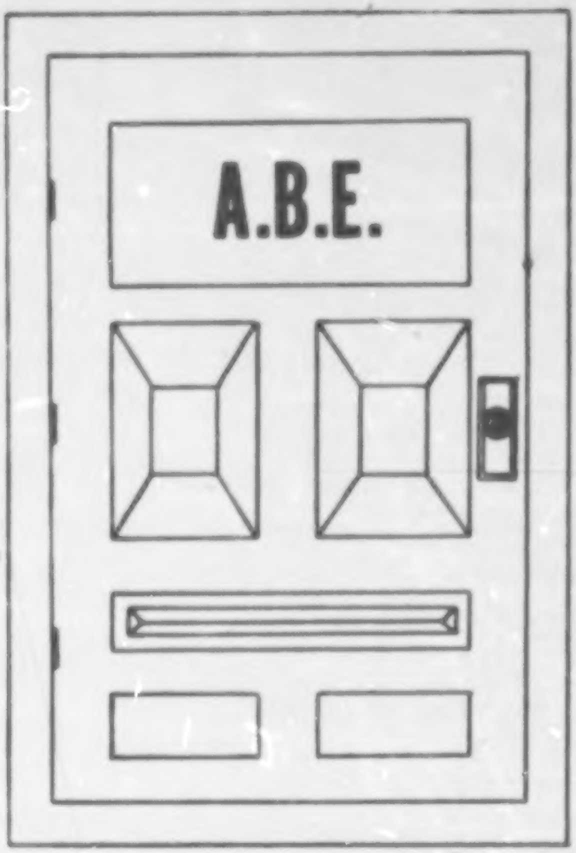
B. RECRUITMENT

Number recruited	Door-to Door	-	13
" "	Radio--TV	-	27
" "	Board of Education	-	9
" "	Vocational Rehabilation	-	5
" "	Jefferson Co. Correctional Center	-	1
Number Welcome cards distributed		-	97

* * * * *

Total number joining ABE and/or Library - 55

APPENDIX "G"



OPEN THE DOOR

TO ADULT BASIC EDUCATION

CONTACT

A.B.E.
LIBRARY CENTER
PHONE 252-8582 or 252-5106

ADULT BASIC EDUCATION

HOW MUCH DOES IT COST?

Not a penny, it's free.

WHAT CAN YOU LEARN?

About spending your money, and making it go further.

About how to improve your reading, speaking and arithmetic.

About getting a better job.

HOW?

By reading better and faster, and understanding what you read.

By improving the way you look and act.

By learning to get along with people, and to be a better citizen.

By getting your high school diploma.

By using your spare time to enjoy your self and your family.

WHO?

Anyone 16 years of age or older is welcome to the ADULT BASIC EDUCATION –LIBRARY PROGRAM.

WHEN & WHERE?

Contact your ABE Library Program:
Phone .... 252-8582 or 252-5106

Special adult reading is provided

By Leonard Chamblee

Staff Writer

Adults in the Birmingham area who are learning to read have had interesting books written on their level for the first time during the past year because of the Adult Basic Education Library Center.

Books, pamphlets and other materials are provided by the center, a part of the Birmingham Public Library, to adult basic education classes across the county, according to Mrs. Ann Gwin, ABE Library Center director, said. The demonstration program opened a year ago under a one-year federal grant "to find out if library and adult basic education services can be coordinated," she said.

Interests vary among the ABE students, Mrs. Gwin said, but include credit, income tax, consumer problems, nutrition, how to use money and get jobs, crocheting, knitting, automobile repairs and astrology plus fiction and biographies.

Pamphlets and magazines do not have to be returned. Films and filmstrips are also provided for use in the classes.

The library center serves ABE classes at several area centers. Also, the library center is providing the first library services ever made available to the city and county jail inmates.

Men from the correctional center rehabilitation program, housed near the library, may come in on their own to check out books, magazines or pamphlets. Mrs. Gwin called this effort "one of the most rewarding."

James Jones, an aide, said students call him the "book man." Like the other aides, Jones determines special interests and needs of the students.

The center staff is preparing a directory for each ABE teacher, listing persons in the various public and private helping agencies willing to help new readers.

Many new readers, Mrs. Gwin said, learn for the first time that the library is open to anyone and they can find interesting material there. New readers in the program get a free library card no matter where they live.

Mrs. Gwin also called for volunteers to give time helping the program.

This week, a tutoring program for underprivileged children from Northside School is starting at the ABE center near the library, she said. The program is open to students from other schools if they have transportation. Miss Margaret Minor, an ABE aide, will lead the class. She will use story hours and creative dramatics as teaching tools.

11/72

University Hospital Beacon

Birmingham Public Library Initiates New Reading Program

The Birmingham Public Library is working with the UAB employees attending GED classes in a new program designed to develop interest in reading. The program is sponsored by a grant made available through the Appalachian Adult Education Center in Moorehead, Kentucky, and the Alabama Public Library Service.

The Birmingham Public Library is working with Adult Basic Education Classes (ABE) in designated areas of Birmingham and Jefferson County. The ABE Library program objectives are to provide adults an opportunity to participate in a meaningful reading program that can develop reading skills and reading habits.

Reading material is made available to the participants in the classroom in the same way that a lending library handles a transaction; thereby, acquainting the borrowers with the library's methods and procedures as well as providing in depth reading material on many subjects of interest.

At the end of one year, the results of the program will be analyzed to determine whether similar programs should be established in other areas of the country.

Reading is the key which unlocks the door of learning. The University is pleased to have its employees participate in this excellent program.

THE CITY HALL REPORTER
OCTOBER 1972

LIBRARY

FRANCES HONCKELL

Happiness is having just returned from a wonderful vacation. Several of us have had that special kind of trip this summer. It's a good feeling.

While we have been taking our turns vacationing, things have been happening at the Library. Under a grant made available through the Appalachian Adult Education Center in Morehead, Kentucky and the Alabama Public Library Service, the Birmingham Public Library is working with the Adult Basic Education Classes in the City and County to interrelate their programs. This is a project which is set up for those adults of age 16 and over whose education has been delayed or interrupted-particularly those who are not financially able to complete their basic education on their own.

Books and other materials may be borrowed, and instructional groups now being held or soon to be organized at Centers in various parts of the city will welcome all new learners.

The project is an experimental one, part of a nationwide study to test the effectiveness of this kind of program and to assess its value to a community. At the end of one year an evaluation of the program will be made, and the results will be used to form the total picture over the nation.

The ABE-Library Center in Birmingham is located at 2115 7th Avenue, North. Information concerning classes or other services is available at the center or by telephone (252-8582 or 252-5106). Mrs. Ann Gwin is Director of the ABE-Library Program in Birmingham.

We at the Birmingham Public Library feel that this project is yet another way that we can step out and make library services available and meaningful to those who have thought hitherto that nothing was there for them.

Please help us to make it a success by spreading the word.

Birmingham News *Funded by grant* 3/8/73

Moonlighting helps area adults to better reading

BY RALPH WRIGHT
News staff writer

"Moonlighting" — holding two jobs to bring home extra money — has become an accepted way of life for many.

But some 300 Birmingham adults and high school students are moonlighting to learn how to read better. They are taking advantage of the Birmingham Adult Basic Education Library Center at 2115 Seventh Ave., North.

The center has classes in basic education for adults who read poorly, including the foreign-born, or who are studying for the GED (high school equivalency) test; and after-school classes for students who are behind in reading.

"High school teachers tell us our programs have created new interest in school work," said Director Ann Gwin.

FINANCED BY A GRANT from the Appalachian Adult Education Center, Morehead, Ky., State University and the Alabama Public Library Service, the program has been in operation eight months.

It is one of four such model programs in the nation. Results from a July evaluation may mean many more centers.

The library has built a collection of easy-to-read paperbook paperback books, pamphlets, magazines and newspapers on job training, family life and famous people.

It includes information on charge accounts, medical care, insurance, nutrition, sewing, buying cars, and finding and furnishing apartments and homes.

"WE TRY TO order books that students want. They range from driving manuals to books that will help them with personal problems at home," said Mrs. Gwin.

Staff members at the downtown center do not wait for people to come to them. They have set up branch programs at Woodlawn Community Center, Jefferson County Adult Center in Tarrant City and at Hayes High School.

Classes also are held at the University of Alabama in Birmingham for nurses aides and other nonprofessional employes, at the Birmingham and Jefferson County jails, and at West End Branch Library.

"Some of our most enthusiastic students are at Hayes High," Mrs. Gwin said. "They read everything they can get their hands on now."

"THE FIRST thing we do is make sure each participant has a Birmingham Library card. Some of the people at the Hayes center never had been inside a library until we gave them a tour. Many returned on their own to check. out books."

APPENDIX "h"

LIBRARY

Frances Henckell

In the October issue of the Reporter, we asked everyone to wish us well as we entered into the most important part of the work of the ABE-Library Center, that of providing instruction and materials for Adult Basic Education class for those learners of age 16 or over who have thus far not been able to provide it for themselves. Not only did the project get off to a very successful start, but already has received special commendation.

Mrs. Ann Gwin, director of the ABE-Library Center in Birmingham, has received a letter from the Appalachian Adult Education Center in Morehead, Kentucky (under whole auspices the Birmingham project has been established) which says, in part, "The Appalachian Adult Education Center has recently received international recognition... for meritorious work in world literacy as the United States of America entry into world competition.... As an AAEC project director, you are equally responsible for the success of our Center and warrant recognition and our sincere congratulations..."

The Birmingham Public Library is indeed proud to have a part in this literacy effort for our area. Through our participation in the AAEC project, we have also benefitted, in that we have found access to new sources of materials and service for prospective learners. The most recent of such acquisitions are several albums of phonograph records from the Conversaphone Institution of New York. These records contain a program of lessons in English for those who speak another language. The records are accompanied by a workbook and guide in both languages. At present, our collection includes albums for those who speak Arabic, Chinese, Polish, Russian, German, Italian, Greek or French.

Come and see--they are interesting even to those of us who speak English-one way or another!

APPENDIX "H"

At library

Adult course expected to change lives

In a small building across the street from the downtown Birmingham Public Library exciting things are happening. Some lives may be greatly changed by this new library service.

Birmingham's Adult Basic Education Library, at 2115 Seventh Ave. North, is beginning a program to help any adult who wants to learn to read free of charge. The new program is financed by a grant made available through the Appalachian Adult Education Center, Morehead (Ky.) State University and the Alabama Public Library Service.

For many of Birmingham's non-reading adults, this is an opportunity to learn a new skill that may greatly increase their incomes and change their entire way of life.

SEVERAL PERSONS IN the adult reading class plan to earn their graduate equivalent diplomas.

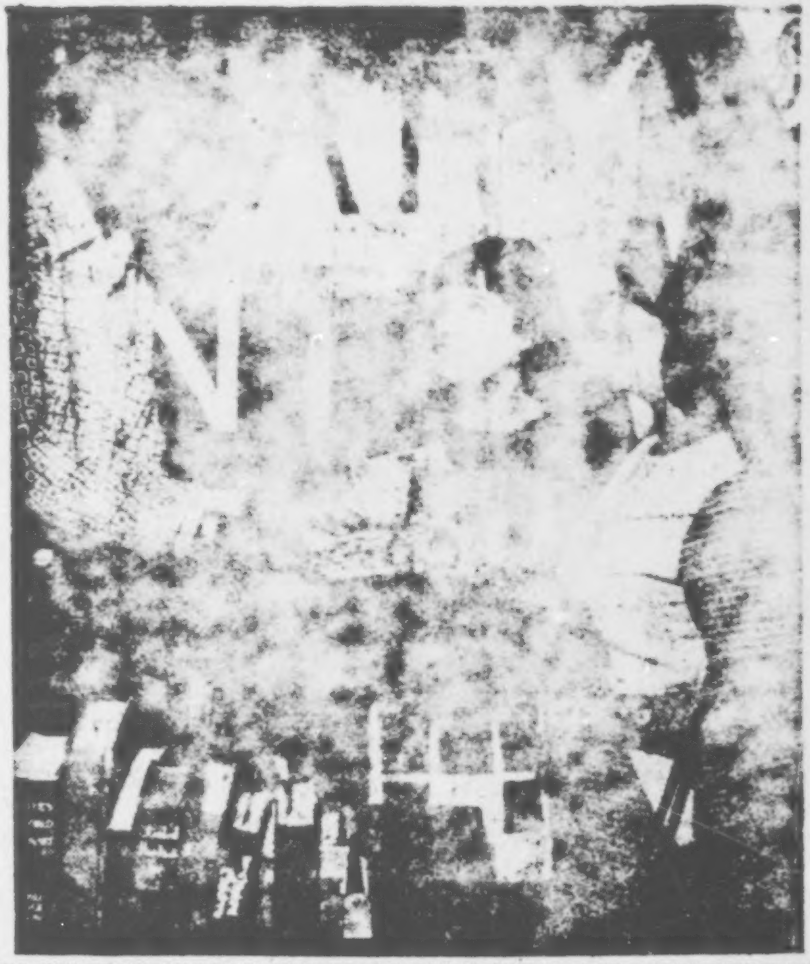
The Birmingham program has been set up as part of a nationwide study to test the effectiveness of this kind of program and to assess its value to a community. At the end of one year, an evaluation will be made and the results will be used to form the total picture over the nation.

In addition to handicapped or disadvantaged Americans, persons of other nationalities are enrolled in the program to learn how to read English. According to Mrs. Ann Gwin, director of the Birmingham ABE Library, two Lebanese members of the library discovered that the Birmingham Public Library has many books printed in Lebanese by and about Kahlie Gibran, author of "The Prophet," in a collection of foreign books on the third floor of the downtown library.

The ABE Library is building a special collection of easy to read paperback books, pamphlets, magazines and newspapers on job training, family life and history of famous persons.

There will also be many books for recreational reading and books on charge accounts, medical care, insurance, nutrition and sewing. Information will also be available on buying a car and finding and furnishing an apartment or home.

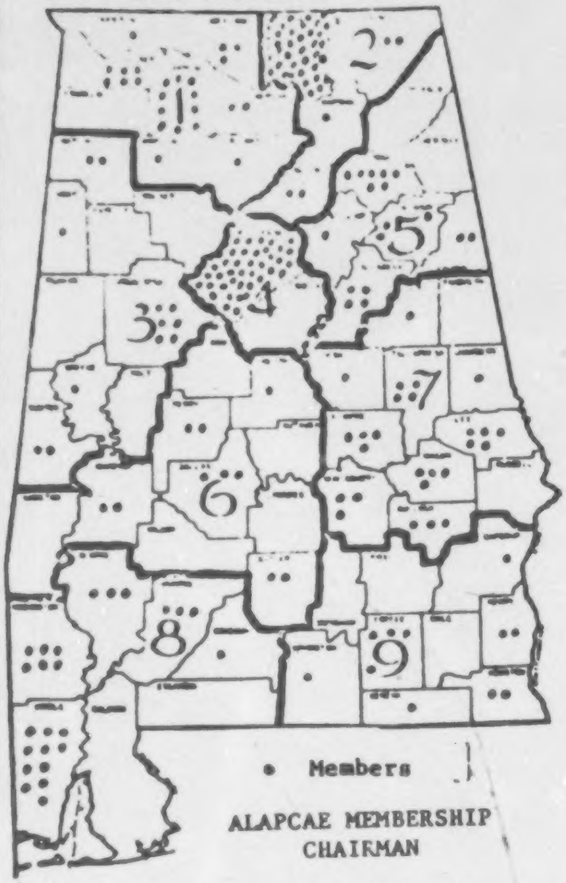
The library will supply books to the Jefferson County Adult Basic Education Center in Tarrant, the ABE class at UAB, the Jefferson County Jail and Correctional Center and the Birmingham City Jail.



PERSONS FROM FOREIGN COUNTRIES LEARNING ENGLISH IN LIBRARY PROGRAM . . . Librarian James Jones, left, check books out to Misses Rachede and Refka Zein

APPENDIX "H"

ALAPCAE DISTRICT MAP



ALAPCAE MEMBERSHIP CHAIRMAN

DISTRICT 1 - Mrs. Pearl Jackson
DISTRICT 2 - Mrs. Shirley Castelli
DISTRICT 3 - Mrs. Mary Wilder
DISTRICT 4 - Mr. Jerry Coleman
DISTRICT 5 - Mr. E. C. Wilson
DISTRICT 6 - Mr. Sam Hughston
DISTRICT 7 - Mr. Ross McQueen
DISTRICT 8 - Mrs. Bertha Causey
DISTRICT 9 - Mr. Leon Hornsby

THE WIDE WORLD OF ABE

While more people can read and write now than ever before, the problem of adult illiteracy probably won't be solved in this century, according to a UNESCO report. The report says that the proportion of illiterates in the world, almost half the population in 1950 and 40 per cent in 1960, was down to 34.3 per cent by 1970. But, notes the organization, the most optimistic sources still expect hard core illiteracy for 15 per cent of the world population, or a projected 650 million people, 30 years from now. Moral: either we ain't reachin' or we ain't teachin' 'em.

-- Release

LIB - ABE

The Birmingham-Jefferson County Regional Library has received a federal grant to provide reading material for disadvantaged adults enrolled in Adult Basic Education classes in Birmingham and Jefferson County schools, administered through Morehead State University and supported by the Alabama State Department of Education, Adult Education Division. The program provides material on the reading level and interest level of ADULTS.

The program will initially serve adult learners at the University of Alabama, the Jefferson County Adult Education Center, and a special library center set up near the Birmingham Central Library. Later, the services will be expended to include other Adult Basic Education centers.

This project is intended to serve a population of adults who have often found reading material too difficult or too juvenile in content to be interesting. It is hoped that this project will stimulate an interest in reading among disadvantaged adults which will contribute greatly to their educational, social, and practical well being.

- - KEEP IN MIND! - -

ENLIST OTHERS FOR ALAPCAE AND NAPCAE!!!!!!

APPENDIX "I"

BIRMINGHAM PUBLIC SCHOOLS

Northside Elementary School

2301 ELEVENTH AVENUE, NORTH
TELEPHONE 205: 252-1423
BIRMINGHAM, ALABAMA 35234

PRINCE G. STOLLENWERCK, Principal

May 4, 1973

Mrs Ann Owin, Director
Adult Basic Education Library
Birmingham, Alabama

This communication is forwarded to you relative to the very fine work that is being done by your representative, Miss Margaret Miner.

We were contacted by her several months ago pertaining to being given an opportunity to assist us in exposing the exceptional children in our school to additional reading experiences in the case of slow learners.

Students who are underachievers in reading in grades one thru eight are being given an opportunity to volunteer to enroll with parent approval in this program offered at your library. The response on the part of the students and parents was very good.

In grades one thru eight, the students were picked up by Miss Miner Monday thru Friday and transported to the library for teaching-learning experiences thru use of the library facilities and instructors.

The pupils have been helped very much as a result of having had these instructions in library and reading.

She has done a bery efficient job in working with these children who have learning difficulties.

Very sincerely yours,

PRINCE G. STOLLENWERCK

APPENDIX "J"

Adult Basic Education-Library Center
Birmingham Public Library
2115 7th Ave., No.
Birmingham, Alabama 35203

Phone 252-8582

OUR OBJECTIVES

To serve the economically disadvantaged or functionally illiterate

To discover those in need of adult basic education

To help adults with basic coping skills through adult education programs

WE NEED VOLUNTEERS

To recruit prospective adult learners

To introduce library resources to non-users

To investigate and receive in-service training in adult education and library services

To act as a liaison between library and ABE groups

- -

I WILL VOLUNTEER

Name ______________________________ Date ______________

Address ______________________________ Phone ______________

Contact: Mrs. William C. Jones
Phone 879-5141

ADULT BASIC EDUCATION - LIBRARY CENTER
2115 - 7th Avenue North
Birmingham, Alabama 35203

RECRUITMENT SURVEY SHEET

(Not to be filled out until you have left the prospects premises.)

NAME Mrs. Mary Shaw (Sponsor of the Children [illegible]

RESIDENCE 1108 - 35th Ave N

EDUCATIONAL BACKGROUND Unknown

AGE (Approx.) 35-40 NUMBER IN FAMILY ______

(Circle One) Working [✓ Unemployed] Disabled

Interest of person interviewed:

Would like to attend Classes

Is any household member currently an ABE student? Yes ____ No X

Do household member use a Library? Yes ______ No ______

(If Yes, how many?) ______

Reasons do not use Library services?

She is a member of the Bham Public Library

Reasons do not attend ABE:

Didn't Know about them

Did Prospect receive a Welcome Card? [✓ Yes] No

ENROLLED

APPENDIX "K"

ADULT BASIC EDUCATION - LIBRARY CENTER
2115 - 7th Avenue North
Birmingham, Alabama 35203

RECRUITMENT SURVEY SHEET

(Not to be filled out until you have left the prospects premises.)

NAME Mrs. Betty Schuler

RESIDENCE 8590 - 9th Ave. N. Apt. 9

EDUCATIONAL BACKGROUND High School Diploma - 1 yr Coll

AGE (Approx.) 25-27 NUMBER IN FAMILY 5

(Circle One) Working [✓ Unemployed] Disabled

Interest of person interviewed:
Want to get a good job. Wants to refresh in studies.

Is any household member currently an ABE student? Yes ____ No ✓

Do household member use a Library? Yes ____ No ✓

(If Yes, how many?) ____

Reasons do not use Library services?
Did not know about them.

Reasons do not attend ABE:
Did not know about it

Did Prospect receive a Welcome Card? [✓ Yes] No

APPENDIX "L"

TABULATION OF READER PROFILES

Center	Average Number of Books checked out by Student	Average Reading Level *	Age Trends	Interests of Readers (in order of preference)	Total Completed
ABE-Library morning class	5.5	II	40^{+}	Biography, Religion, Child Care, Family, Fiction	50
ABE-Library evening class	2.5	II	30^{+}	Fiction, Community, Drugs, Religion, Communication Skills.	40
City Jail (Men)	.7	II^{+}	unknown	Fiction, Advocacy, (Civil Rights)	24
City jail (Women)	4.0	III	30	Fiction, Advocacy, Biography, Witchcraft, Psychic Phenomena, Drugs, Sex Education.	60
Jefferson Co. Correctional Center	2.5	III	20	Westerns, Mysteries, Advocacy, Science Fiction, Sports, Community.	65
UAB	2.5	II	40	Advocacy, Family, Biography, Religion.	19
Hayes	5.0	III	50	Religion, Biography, Advocacy (Civil Rights), Family.	76
Woodlawn	1.5	III^{+}	30	Fiction, Advocacy, Biography, Religion, Drugs, Witchcraft, Psychic Phenomena.	82
West End	11.0	II	20	Fiction, Family, Biography.	3
Jefferson Co. Adult Learning Center	2.25	III^{+}	30	Leisure, Psychic Phenomena, Advocacy, Biography, Family, Religion.	149

*Level I- grades 1,2,3 Level III- grades 7,8,9
Level II- grades 4,5,6 Level IV- grades 10,11,12

APPENDIX "M"

TABULATION OF RESPONDING ABE TEACHERS' & LIBRARIANS' QUESTIONNAIRES FOR THE ABE-LIBRARY CENTER IN BIRMINGHAM

Number responding - 28 (16 librarians, 12 ABE teachers) Original date - October, 1972

	Very little	Some	Average	Great deal	Top Priority
1. At the present time, in your judgement, how much emphasis does your local public library put on services for the disadvantaged adults?	8	7	9	4	0

2. At the present time, how does your local public library serve functionally illiterate adults? Check those you believe to be present services.

3	in-service training on service for functionally illiterate adults
6	reference skills while working with functionally illiterate adults
19	selection of adult high interest low readability materials
8	bibliographies of high interest low readability level materials for adults
7	community agency referral
7	bookmobile service for the disadvantaged
2	storefront libraries
12	fill requests from functionally illiterate adults for materials
4	study centers
	library home visits
12	circulating library collection to institutions
7	special ethnic sections
7	library aides
2	community aides
1	transportation to library
2	volunteer services in library
3	recruiting
10	paperbacks
10	pamphlets
1	programmed instruction
5	coordination of services with other agencies

(continued)

	Poor	Fair	Average	Good	Excellent
3. How would you judge the overall quality of library services for functionally illiterate adults?	6	11	7	1	1

4. At the present time how do you believe local adult education programs serve functionally illiterate adults?

22	instruction in classes
12	programmed instruction
13	especially trained staff
16	recruiting
5	use of coping skills materials in classes
10	community referral
11	study centers
8	coordinated services with other agencies
7	transportation
7	volunteers
1	home bound instruction
6	employment information
3	learning centers

	Poor	Fair	Average	Good	Excellent
5. How do you judge the overall quality of local adult basic education services for functionally illiterate adults?	1	3	5	10	1

6. Do you think libraries and adult education can provide coordinated service for functionally illiterate adults? Yes - 26 No - 0

7. How do you think the two services could be coordinated? Check the appropriate ones.

19	joint public relations for educational services for adults
21	joint staff communication
13	joint assessment of reading interests and needs of adult learners through the use of readers' profiles
10	joint recruiting
15	joint use of space and facilities
10	joint training for service to functionally illiterate adults

(continued)

20 coordination in issuing library cards

15 joint assessment of library and ABE staff needs in working with functionally illiterate adults

16 use of volunteers

16 joint selection of materials

14 joint evaluation of materials

12 joint use of bookmobile services

14 joint coordination of community agency referral services

13 joint development of bibliographies of adult high interest low readability material

8. Whom do you feel would benefit most from a coordination of services?

☐ library staff

☐ ABE staff

22 client or patron

4 combination (state which)

Library staff, ABE staff and client -- Jeff. Co. Free Lib.
Library staff, ABE staff and client -- OIC teacher
ABE staff and client -- ABE-Library Center
ABE staff and client -- Western High

9. What do you see as major problems in your job that might be helped by the other institution?

Bibliographies of high interest low readability materials - Jefferson Co. Free Library

Very few of the functionally illiterate adults visit the library. It might help if they were referred to the library by other institutions -- Georgia Road-Hayes Library

We do not have enough adult interest level books with low readability -- North Birmingham Public Library

Referral of clients to our library by ABE-- Wylam Public Library

Failure to return library materials and the be aware that books are loaned to them and incapability to understand materials in books and to find books for themselves using catalogues, etc. -- West End Public Library

Make more use of the resources of our branch library -- Smithfield Library

We have many undereducated and disadvantaged adults in our area but they won't use our facilities. Perhaps referral services as well as our recruiting will help -- Slossfield Public Library

I can supply the materials if I know the material will be used. How do we reach the people who are afraid to come to the library because their reading skills are nil? How do we approach them without appearing to be condescending? How would the schools know either? Both sides need publicity - either from people who have "been there" and are now coping better with life or from a concentrated effort in all neighborhoods in the city so that adults won't be afraid of being looked down on or won't be embarrassed because they can't read and/or understand as well as the person-next-door. They need to know that the library or adult education can help them to have a better life -- Ensley Public Library

Recruiting -- Bessemer Public Library

Lack of understanding of project, the need to emphasize public relations, one-to-one visitation of school agency and other organizations which could benefit -- ABE Library Center

Supplying materials on a readability and interest level of adults -- Jefferson County Adult Learning Center

Keeping a sufficient supply in the various schools to satisfy the desires

Having materials available in the right location -- Hudson School

Books should be put in each center so that the student can brouse at will without having to worry about transportation. -- Hudson School teacher

APPENDIX "N"

JEFFERSON COUNTY ADULT EDUCATION CENTER
1318 ALABAMA STREET
TARRANT, ALABAMA 35217
TELEPHONE 849-0191

May 9, 1973

Our Library program at Jefferson County Adult Center has been very helpful for our adult learners. We have enjoyed the help and assistance of Miss Margarett Minor the Library Aide of Birmingham Public Library.

We feel our learners have started reading more books and being aware of the world of the printed word because of the availability of books. We could use an Aide on a full tine basis. This Aide could also help with the books we have gotten from the County Library. We hope that this program can be continued next year to aid our total program.

Billy G. Smith

APPENDIX "N"

As an A. B. E. Library Advisory Board member, a staff member and an A. B. E. teacher I've looked at the A. B. E. Center from three different points of view.

I feel the concept of the A. B. E. Library is very exciting. Helping people to discover the world of books is an honorable and necessary thing to do. The A. B. E. Library works jointly with the A. B. E. classes, opening doors to all forms of information and learning materials and this above all representing the implementation of a cooperative effort.

I feel that it is difficult to meet such a great challenge in one year. The A. B. E. Library Center jumped in and laid a firm foundation for success during its first year. The program and staff learned much that will be helpful to the future of such programs.

It has been an interesting and stimulating experience for me. I only hope that more people in the future will become aware of the A. B. E. Library Program and that its service will be available to many more individuals.

APPENDIX "N"

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
VOCATIONAL REHABILITATION SERVICE
2800 EIGHTH AVENUE SOUTH
BIRMINGHAM ALABAMA 35233

TELEPHONE 933-1880

April 20, 1973

Mrs. Ann Guinn
ABE Program
2115 7th No.
Birmingham, Alabama

Dear Mrs. Guinn:

Your program has a variety of aspects that make it an indispensable source of services to a portion of my vocational rehabilitation clients, and I wanted you and your capable staff to know that your services are appreciated. From discussions with your staff and feed-back from my clients, I have been able to isolate the following needs that are met by your program.

As you know, my clients are referred from correctional institutions and lack education, job skills, and most importantly, the motivation to cope in the "outside world". Your library program and basic education classes are ideally structured to stimulate the incentive to learn these coping skills and at the same time provide the materials that are needed to gain the ability to effectively function within the framework of our complex society. Before vocational training can be effectively provided, these young adults must be given time to readjust and need a place where individual attention makes each one feel accepted, which is a rare feeling for many. Your program has provided this closeness and has available reading material to satisfy whatever channel the individual chooses to follow. Often times attention paid to one person buys dividends when the entire family becomes involved.

I look forward to using your resources in the future in preparing programs for my clients that will enable them to become productive, responsible and aware citizens of tomorrow.

Sincerely,

S.L. Foreman, Counselor
Vocational Rehabilitation Center

SLF/al

cc: Mrs. Frances Woods

To Whom It May Concern

Re: Adult Library Program
From: Mrs. Maggie J. Krakowski, Teacher

It is with pleasure that I write a note of commendation for the wonderful help that the Adult Library gives A.B.E students. The Librarian and the wide variety of interesting books have enhanced our program here at Hayes High School very much.

Reading is the key to learning all subjects. The students enjoy the weekly News For You very very much also. I hope the service is continued because of the wonderful help that the students receive from it.

If there is any help that I can offer to help the continuation of the program, please let me know and I will be glad to do so.

APPENDIX "N"

Hayes High Night School.
Adult Basic Education
April 17th, 1973

A B E. Library Center
Birmingham Public Library
2115- 7th Avenue, North
Birmingham, Alabama 35203

Dear Friends:

Our class has been greatly benefited because of the many interesting books they were able to read from the A B E Library Center. Students in the Class state that they never would have been able to read such wide variety of books had it not been for the distribution of the books made available to them through the A B E Library Center.

We have been very short of materials this year, and as a result of such a program we were able to maintain the interest of our students.

APPENDIX "N"

I have noticed a marked improvement in our class as a whole. Students enjoy discussing the books they have read. They also relate how they enjoy reading the books as a leisure time Activity.

We Wish to express our deepest appreciation for this program with the hope that it will Continue.

Gratefully yours,
Mrs. Lucinda B. Robey
ABE Teacher – 6th Grade

April 15, 1973 APPENDIX "N"

The assistance given so generously and thoughtfully by Mrs. Girin and her staff to our ABE classes has resulted in numerous benefits.

Because of our co-operation many students have been motivated to read and freed of their awe of libraries. Others are pleased and surprised that the librarian will check out books for them from the Birmingham Public Library and talk with them concerning their needs for further information.

As the students' horizons extend they parallel the contents of their reading and our texts.

In class we quote from and discuss the books which have opened to them various avenues of interest and activity.

Among these are books on the following subjects:

Hobbies (crocheting - ceramics),

hoped-for professions (mechanics - carpentry),
English grammar (idioms),
Foreign languages (German - Lebanese),
travel,
Black literature (mainly poetry),
home-making (table-setting - receipts),
manners - attitudes (teen age aids).

All of us express our appreciation of the library program and for the consistent help we have received in selection of reading material, provision for space, and for re-cruiting by the staff.

Ella Woods Lockwood
Teacher of ABE Classes.

ABE - Library

APPENDIX "O"

JULY 72 - APRIL 73 TIME AND COST ESTIMATES (Totals on Following page)

Objectives	Carroway	Jackson	Jones	Wright	Minor	Kimbrough	Reid	Brown	Bartlett	Gwin
Bibliographies	5% 55 hrs $165	15% 116 hrs $348		20% 155 hrs $465	2% 11 hrs $33			30% 181 hrs $543	30% 417 hrs $834	
Tutoring	5% 55 hrs $165	15% 114 hrs $342	5% 35 h $105		30% 159 hrs $477			10% 60 hrs $180		
Preparation Typing and Dissemination of Handbook	25% 277 hrs $831	1% 7 hrs $21	10% 70 h $210	3% 23 hrs $69	3% 15 hrs $45				2% 27 hrs $54	
Acquisition of Materials (Selection)										7% 112 hrs $588
Recruiting, Radio and TV			5% 35 h $105		4% 31 hrs $93			15% 90 hrs $270		4% 64 hrs $336
Instructing	10% 111 hrs $333	2% 14 hrs $45		10% 78 hrs $234	10% 26 hrs $78					3% 48 hrs $252
Displays	5% 55 hrs $165	2% 14 hrs $45	10% 70 h $210	3% 23 hrs $69			40% 65 h $195	10% 60 hrs $180		
Cataloging, Processing Materials	25% 277 hrs $831	40% 307 hrs $912	5% 35 h $105	10% 78 hrs $234				1% 14 hrs $42		2% 32 hrs $167
Travel (Project Director)										24% 384 hrs $2056
Centers Delivery Lib cards Reader's Profiles	25% 277 hrs $831	25% 192 hrs $576	65% 454 h $1362	50% 388 hr $1164	50% 266 hr $798	7% 195 hr $585	40% 65 h $195	35% 212 hr $636	1% 14 hrs $28	6% 96 hrs $50[illegible]
Directing and Planning Related Activities										54% 864 hrs $4536

APPENDIX "O"

TIME AND COST ESTIMATE

Objectives	Total from Time Estimate	Cost of Transportation	Cost of Materials	Total Cost
Bibliographies	$2,388		$28	$2,416
Tutoring	1,269	$22		$1,291
Preparation Typing and Dissemination of Handbook	$1,230		$120	$1,350
Acquisition of Materials (Selection)	$588			$588
Recruiting Radio and TV	$804			$804
Instructing	$942			$942
Displays	$864		$26	$890
Cataloging, Processing Materials	$2,291			$2,291
Travel (Project Director)	$2,056	$865		$2,921
Centers Delivery Lib. cards Reader's Profiles	$6,679	$79	$37 $7,125 (books)	$13,920
Directing and Planning Related Activities	$4,536			$4,536

APPENDIX "P"

CASE STUDIES

Gladys B.

Gladys B. is a 56 year old alcoholic at the Birmingham City Jail. Gladys has been incarcerated off and on for 25 years. In these 25 years she has been in jail 600 times for drunkeness and prostitution. Since her confinement, she has not been successfully rehabilitated.

As a young lady, Gladys married a much older wealthy man. Shortly afterwards he died. His family offered to give Gladys money over her life time or in a lump sum. Gladys chose the lump sum. Shortly after receiving the money, it was gone.

People who know her say that when Gladys was young she was very attractive and very much a party girl. When the money was gone and she was alone and an alcoholic, things started to go wrong for Gladys. Gladys never got back on the right road.

During our visits to jail, Gladys has been out and in four times. Almost every visit Gladys says, "When I get out I hope I can stay away from the bottle." but she always comes back. Because she has no family she can't get out. She has no one to pay her fine. Gladys has to complete her sentence.

Assistants carried materials, pamphlets and books on alcoholism for Gladys, but she refused to accept them. She always had clear-cut ideas on the books she wanted to read.

Gladys complains most of the time about the books we bring. She makes statements like, "You are bringing books for a fifth grader" or "Bring some mysteries and love stories."

When we enter the cell, Gladys is the first one to approach us with her glasses and books up to her neck. She gets angry when the other inmates start choosing the books before she has a chance to pick the good ones. Gladys always reads 5 to 9 books a week.

Gladys has had good opportunities to become rehabilitated but failed to do so. The Rehabilitation Center has found numberous jobs for Gladys, but she was unable to keep them. When pay day arrives, Gladys gets drunk and later is picked up and back in jail.

Gladys loves to read. She reads many kinds of books. Her favorite books are mysteries and love stories. I think our service has been helpful to her. It has been educational and pleasurable. She has read many books in coping skill areas which have included:

JOBS: Nurse in Training, Women Reporters, Recruiting Nurse.

RELATING TO OTHERS: Uncle Tom's Cabin, Time of Trial, Time of Hope, Fire Next Time, Cool Cat, Valley of the Dolls, Hotel.

LEISURE Astrology and other Occult Games, The Way of the Witches, The Ghosts of Lee House, Jeffery Introduces 13 More Southern Ghosts.

HEALTH: What You Should Know about Drugs and Drug Abuse.

RELIGION: Laubach-The Inspired Letters, Dearest Debbie.

ADVOCACY: I was a Black Panther, Man Child in the Promised Land

Betty Jo Jackson
Library Aide

Mr. B.

Mr. B. is a 50-55 year old black man who was attending the evening class at the ABE-Library Center. He has been coming to the class since October, 1972. He has made rapid progress in learning to read and write. He is a truck driver and his job often takes him out of town. Presently Mr. B. is not attending since his job has taken him out of town.

When Mr. B. first came to the class, he was only interested only in improving his reading and writing. He used only his classroom workbooks at that time.

After the ABE-Library Center was given permission to purchase some instructional materials, he checked out several of the easier ones and they seemed to have a great impact on him.

Several months later he came to the class full of enthusiasm. He had written his first letter to his mother. This was quite rewarding to him.

Evelyn Wright
ABE Aide

Shirley E.

Shirley E. attends the day class at the ABE-Library Center. Shirley is very smart and alert. She knows what she would like to do; because of this she is trying very hard to accomplish her goals. Shirley loves to express herself. She is a petite black woman who doesn't look 31 years old. Shirley has five children: Michael 7, Doren 9, Coren 10, Frank 12, and Nita 14.

Shirley has been divorced for 7 months. She talks mostly about her children and finding a good job. She has completed High School. Shirley comes to class to prepare herself for a vocational school.

As an aide at the Library Center, I've helped her find books that might help her toward her goals. One of her goals is to have a small wholesale business in her home. In order to do this, Shirley has written to various companies to find out what is expected, and the legal aspects of having a business in your home.

She told me that she had written to two companies. One of the companies has sent her material on the ideal items that sell quickly in the home, plus the legal and bookkeeping suggestions needed to be successful in having a business in the home.

The plans she has made for herself are to go to some type of vocational school, which will prepare her for a good job in the future. She recently got a job at Shoney's Restaurant, where she plans to work until finishing school.

Her own philosophy about her children is very interesting. She feels that she must read to keep her children reading. Since her children are good in school she feels they know more than she does. This is why she must further her education. Her plans for the summer with her children are to take them on different excursions. She wants very much to expose her children to a healthy and rewarding environment that could help them find their identity. Shirley has noticed that Frank loves to draw. She recalls to me an incident where Frank went with her to to a local hospital. When they arrived home, Frank laid out blocks to fit the floor plan of the hospital. Shirley is determined to get her children in a fresh new atmosphere that will make them aware of what's going on and where they want to go in this world. The oldest girl, Nita is unable to hear well in one ear. Nita is behind in school because of this. Shirley is trying to save money to buy her a special record that will help her with school work. She told me that in spite of Nita's hearing problem, she has done better this year in school.

Shirley told me that the books have been a great help to her in raising her children and being head of the household. She told me that she never thought about banking money, but after reading some of the books she thinks it is a good idea. The books she has read have given her points on buying to save money, how to buy things you need instead of buying what you want. She told me that she never could understand insurance and buying homes; reading about it has been enlightening and rewarding to her. She also was shocked about how tricky bargains and ads can be.

(cont.)

Some of the books she has read are: For Thinking Teens, A Life Teaching of Jesus Christ, Consumer Education, Dollar Sense, Head of the Household, Under 21: a Young People's Guide to Legal Rights, Building or Buying the quality house at Lower Cost, Drugs: facts on their use and abuse, How to buy and remodel the older house.

Betty Jo Jackson
Library Aide

Mr. H.

Mr. H. is a 50-55 year old white man who attends the ABE-Library Center evening class. He lives with his wife. He comes to the class on a motorcycle and often brings a friend. When he first came to the center his studies were on a seventh grade level.

When talking to Mr. H., he said he has a deep interest in fishing. He loves to go fishing during his leisure. The books he has read have been quite helpful and informative. Mr. H. has checked out a book on our Governor entitled George C. Wallace. He explained that this book helped him write a composition. Another book on the universe, Astronomy in Color, made him more aware of the universe and the elements in it.

Knowing that Mr. H. likes fishing, we have located some very good books on fishing for him. He has checked them out and found them to be very interesting.

Evelyn Wright
ABE Aide

Steve H.

Steve H. attends the Jefferson County Adult Learning Center at Tarrant. He is taking a course in Basic Electronics and is also a member of the Adult Basic Education lab. His interest in the occult and psychic phenomena was apperent when I first started taking books to Tarrant from the ABE-Library.

Steve says his reading rate has improved in the past year and he has been able to get the material he needs in his study of herbs and unnatural phenomena. When I asked him about his interest in the occult he said he had experienced some things that were most unusual. He is searching for understanding in the real of the unknown or the unexpected.

Steve has requested many books on plants and healing herbs. He studies the different kinds of herbs so he can recognize them as they grow in the woods. He told me that he and his mother live in a wooded area outside of Birmingham. His mother, who is half Cherokee Indian, introduced him to an herb called snake root, Steve's grandfather was a full-blooded Cherokee Indian. He trapped for mink and beaver. Steve's mother, who is part Irish, learned of herbs from her father. Steve's grandfather used snake root, which has five different properties, for healing. His grandfather was troubled with bronchitis and he used snake root, honeysuckle and wild apricot as a remedy for bronchitis and colds. Steve's grandfather died by a creek bank checking his traps. Steve believes he inherited his love of the outdoors from his grandfather.

I asked Steve what he was going to do with his study of herbs.

(cont.)

He said, "I am going to look in the woods this summer for herbs to be used for medicinal purposes to cut down on doctor bills."

Steve, at 16 looks to be 25 years old. He is very much in the now generation with long hair and a heavy mustache. He is a very gentle person, and looks and appears to be very wise. When told his age I must have looked surprised because he told me he aged early. He also told me he had done a lot of traveling around. He said, "I went out on my own early so I wouldn't make the same mistakes when I was older." Steve is on probation, but is one of the ABE lab's most motivated students. Mr. Billy Smith, the ABE lab instructor, told me to bring any amount of books possible for Steve to read. Mr. Billy Smith, Jefferson County Adult Learning Center, informed the library aide that recent testing indicated that Steve has tripled his speed in reading and in the ability to comprehend what he reads. Though he was on probation, he has made such pregress that he was released from probation and allowed to take a summer job. He plans to continue his schooling in the fall.

Steve has read so many books on such a wide range of interest. Here are some that he has read in the last 4 months: *The Bible and Flying Saucers*; *the Foxfire Book*; *Agotime*: *Her Legend*; *Psychic Discoveries Behind the Iron Curtain*; *Herb Gardening*; *The Inca*; *The World of the Aztec*; *Bury My Heart at Wounded Knee*; *Yoga, Youth and Reincarnation*; *Plants are People*; *The Spirit Rappers*; *Is Something Up There?*; *The Origin of the Zodiac*, and *Space Travelers* to name a few.

I find myself constantly looking for books in other areas that might interest Steve. He is always excited over a new subject, a new author, or a new idea. You can truly say Steve is "hooked on books."

Margaret V. Minor
ABE Aide

Willie H.

Willie H. is twenty-two years old. He has been attending the West End ABE program for seven months. Willie is very dedicated to bettering himself and believes that books have really motivated him in his work

When Willie first came to the class, he was severely lacking in his formal education. Although Willie went through the eleventh grade, his math was very inadequate (he could not subtract), and he had very little knowledge of formal grammar. In spite of his many educational deficiencies, Willie had a tremendous vocabulary and he could articulate abstract ideas easily.

From the very beginning, Willie was extremely eager to read all he could get his hands on. He was especially interested in biographies of famous Blacks such as George Washington Carver, Wilt Chamberlain and Malcolm X, and he could tell you all about the individual including small details once he had finished the book. Willie read numerous books on Martin Luther King, Jr. whom he had known and admired and was always eager to talk about. He was also very interested in Malcolm X because he had taught himself. Willie said that he loved these biographies because they were about people who worked on their own to achieve success in their life as he was doing. He also kept several dictionaries checked out for his use at home.

Willie has not always lived in Birmingham. He lived in Cleveland while in his teens and attended South High School there. He describes this high school as a very good and progressive school with underground tracks and various vocational programs. Willie says that he was not interested in school and that dropped out in the eleventh grade. He regrets this very much now.

In addition to his poor educational background, he has a minimal speech problem. Because of this, he has trouble pronouncing certain letters which causes him severe difficulty when he tries to spell. He has had to go back and relearn basic vowel and consonant sounds. He has worked very diligently at this using a tape recorder to hear his mistakes.

Willie is not lacking in economic resources. He has a very good paying job (about $5 - $6 an hour) at U.S. Pipe in Birmingham. He works the night shift from about 3pm to sometimes 3am in the shipping department loading wooden dividers for pipes onto the trucks. Because of his work hours, Willie does not make it to class some days and is often very tired when he comes.

About a month ago, I came to know Willie in a different light than I had before. One day when Willie had been talking about his desire to be a counselor, I asked him if he had ever considered being a minister. I was astounded when he told me that he was a practicing minister. He said that many of the times when he had been unable to attend class, he had been out visiting someone at the church who was sick or had some problem. Willie went on to confied in me that the main reason for trying to better himself educationally was so that people in the church whom he counseled would not "find him out". Also, he wants to bone up on his English so that he can go to Bible College and be ordained as a minister.

After Willie had told me about his vocational aspirations, he began discussing his educational background and what he wanted in the future. He said that he must improve it before he can make it in college but he does not realize the amount of work which it will take to prepare him.

Willie has a very strong ambition to better himself and much of his ambition has been stimulated by the books he has read this year. Willie absorbs ideas from books to help him improve his life style. Also, he prefers to use books as instructional material in improving his educational level in spelling and grammar.

Willie has found that books can be an important tool in his learning process and he is eager to verbalize his love for books.

Martha E. Carraway
Library Aide

Mike I.

Mike I. vists the ABE-Library Center with the young men from the Jefferson County Correctional Center. Mike is 20 years old and very intelligent. He appears to be very alert. He is very quiet but adamant in his search for knowledge and materials to get this knowledge.

Mike is interested in psychology and theology. He wants to know if they are interacted in any way. Mike appears to be displeased with American society. He feels that we put emphasis on the wrong things and care too much for material things. Mike thinks that Americans are selfish, bullheaded and prejudiced. This makes us unable to communicate and love each other. Mike knows that people are going to degrade him for his beliefs, but he feels he is entitled to them.

He thinks everyone should read more and that reading will help us to become better individuals.

Because Mike is incarcerated, most of our books to him were pleasure reading. Mike lets us know that he is seriously reading the books to gain knowledge of the subject he is interested in. Mike wants to intelligently tell people of his belief and why, hoping this will show what is happening in our society. He says too many of us fall short of the desire to love which is needed very much to make this a peaceful world.

Mike is planning to go to college after completing his sentence. This will take him deeper into his personal philosophy as well as prepare him for a new and exciting future. Therefore our books to Mike have broadened his own insight into world relations and people and his desire for all people to have a true peace of mind.

(Cont.)

Some of the books Mike has read are: The Return of the King, The Two Towers, Fellowship of the Ring, Anthem, The Last Whole Earth Catalog, The First New England Catalog, The Foxfire Book, Psychic Discoveries Behind the Iron Curtain, The Grass Harp and a Tree of Night, The Faiths of Mankind, ESP Curriculum Guide, Behind the Scene with Metaphysics, Christian Metaphysics, Yoga and Health, Metaphysics, In Search of Meaning, Stories of Hindus, Astrology and other Occult Games, Astrology for Skeptics.

Betty Jo Jackson
Library Aide

Mrs. K. and Mrs. S,

Mrs. K., a 30-35 year old Korean, came to ABE-Library Center in February with Mrs. S. She has been living in our country for three years. She is married, a mother and a housewife. She was a member of the library when she came to our center.

Mrs. S., a 30-35 year old Korean, is also married, a mother and a housewife. Both Mrs. K. and Mrs. S. have husbands who are studying to become doctors. Mrs. K. came to our center and joined the library.

Mrs. K. and Mrs. S. have the same reasons for attending the class. They want to improve their pronunciation of the English language. They are very warm-hearted individuals and show great concern for each other.

Mrs. K. and Mrs. S. have checked out the books Maria Tallchief, Franklin Roosevelt, Albert Schweitzer, Marie Curie, and the Mayo Brothers. These books have helped them in interpreting what they have read. They have seen filmstrips on "Getting Your Money's Worth" The Drug Experience", "Martin Luther King", "Strange Phenonema" and the "Audio English" Series. These have aided them in learning to master the English language. They feel they have improved and they are interested in continuing at the Library Center.

Evelyn Wright
ABE Aide

Joseph L.

Joseph L is 39 years old. He dropped out of school in the twelfth grade. Joseph went into the Army after the Korean War. While he was in service he completed his G.E.D. After his discharge from the Army he attended Daniel Payne College for six months. He has worked as a janitor, construction worker, house painter and a warehouse packer. He is single.

Joseph now attends the Jefferson County Adult Learning Center in Tarrant, Alabama. He is taking a two year course in Industrial electricity which he will complete in February. Although Joseph has his high school equivalency he studies math in the ABE lab. "Before I started out here I went to key punch school. I tried to get a job after I completed the program. It was a racket", Joseph said. "I sure hope to get a better job when I finish here." He is not employed now and attends school on the G.I. Bill.

Joseph was stationed in Germany during his years of service. He said, "It was real nice, but soldiering like I was, it was pretty rough being out in the cold and in the woods."

When asked what was the most exciting experience he had ever had, he said a two week vacation in Amsterdam, Holland, while he was in the service, was the most exciting. He said the land was as flat as this table. "I sure wish I could go back, it was a fine place."

Joseph is a black man and most all of his reading has been done in black culture. When asked how the books have helped, he replied, "Helps me to broaden my understanding of different things in life; helps me to understand some of the problems of life and how other people have learned from them. I've always liked to read, it helps me with my vocabulary. Also helps me to be able to talk about different things."

He has read many books about black leaders, several on Martin Luther King. I asked him if there was a special reason. He answered, "Martin Luther King's wife, Corretta, was my mother's cousin. They were both born in Marion, Alabama."

Besides reading, Joseph enjoys swimming.

As an ABE aide I found Joseph to be totally concerned for other people. I feel that his interest and reading of black culture gave him deeper insight and understanding of his own life style and culture.

Some of the books Joseph has read are Medicine in Action, Mysteries of the Mind, Astronomy in Color. Black Pride, Black Like Me, Martin Luther King, Freedom Fighter, Manchild in the Promised Land, Love, Sex and Being Human, and Flip Wilson.

Margaret V. Minor
ABE Aide

Carl Dean M.

"I was in the seventh grade and they tested me and put me in the high school ahead program. I took a test and they placed me in the ninth grade. After the first report cards at Huffman High School, they placed me here at the Adult Education Center. The high school ahead program is for people too old to be in grammar school," Carl explained.

Carl lives in a part of Birmingham called Roebuck. He is one of a family of seven and is right in the middle of four brothers.

Carl says that he needs to get him a good job. He got a motorcycle when he started at Jefferson County Adult Learning Center. "I feel you get into more trouble with it, but you can get out of it." Carl is talking about the time he ran into some of his friends who wanted him to go motorcycling with them. They started to knock over a man's mailbox. The man saw them and chased the group with his car. He caught them and got the police. Carl was not guilty but it frightened and worried him for some time. Carl says he likes to ride fast on his motorcycle; he feels free.

Carl has two dogs, one is a Saint Bernard and another a very small dog. Carl loves animals and his favorite reading is animal stories. I asked him why he like animal stories so much and he said: "I think they are interesting to learn about and find out their ways. This way I learn how to draw them. Been drawing ever since I was in the 3rd or 4th grade". I then asked how the art books had helped him. He said, "They have learned me how to draw better, I want to show my art in a museum". "How do you feel when you draw?" "If I'm not in the mood, I can't. I feel real good when I draw something right. After you have finished drawing something right, it feels real to you. I'm happier when I'm drawing than any other time."

Carl has a girl friend and has been going steady for about a month.

Carl's father is a scrap dealer. His mother died in 1972. His father immediately remarried. Carl remarked that his father had to marry, someone had to take care of the baby. Carl gets along well with his stepmother.

"I never have been able to read well, reading better now. Can't always remember what I read, believe it's better now. The more I read the more I find out about such things. I read very slowly, it makes me nervous to read out loud."

The ABE teacher, Mr. Billy Smith said that he believes Carl is toubled with some enterferance, perhaps brought on by a domestic situation. His attention span is limited and he spends much of his school time drawing or daydreaming. Carl is enrolled in an electronic course. When questioned about his electronic course he said, "I haven't started it yet". His electronic teacher is having trouble or difficulty in reaching him. Carl says if he goes up there, he wouldn't have anything to do.

Some of the books that Carl has read are: How to Draw Dogs, How to Draw Cats, How to Draw Horses, Perspective for Sketches, People in Action, Life in the Open Sea, Racing Cars, Black Beauty, Dog Selection and Care, Cat History; Care and Breeds and World without Sun.

Margaret V. Minor
ABE Aide

Mr. P.

Mr. P. is a 40-45 year old black man who is a learner in the morning class at the ABE-Library Center. When Mr. P. came to our class, he was full of frustrations. He was troubled about his reading and writing and was interested in improving it.

Mr. P. lives alone and comes to the class after getting off from work. He has worked very hard in his studies. When he first came to the Library center, his interest was not in supplementary reading. However, he joined the library.

About a month ago, he checked out several books on religion. Some of these were: The Story of Jesus, His Birth and Ministry and David; From Shepherd Boy to King. His interest in reading has gradually improved.

In talking with Mr. P. I found that he feels his reading has been improved. He said he reads much better outside the classroom. He attends church services and a sunday school and he says they have noticed the progress in his reading.

Evelyn Wright
ABE Aide

Judy S.

Judy S. is 42 years old. She lives in the "Central City" housing project near the A.B.E. Library Center and attends the morning class there. When Judy first started coming to the class in November, she was very sarcastic, insecure and used profanity a great deal. Now she is much more sure of herself, has improved her language and is more optimistic, sociable and pleasant to be around although she still needs constant reassurance in her work.

To fully understand Judy, one must know her background. When Judy was 3 years old, she was struck with polio. This was at a time when little was known about how to treat this virus. As a result of the polio, her body was twisted and disfugured and she could not straighten out. From the age of six until her early twenties, Judy was in and out of hospitals undergoing operations attempting to correct her condition. The operations were able to correct her disformity and even enabled her to stand on her own, but she is confined to a wheel chair and will never walk.

Judy lives by herself. Her most prized possession seems to be her Stereo set which she listens to often. From class time on Monday until Thursday, she stays with friends who also attend the class and live closer to the center.

Because of her physical condition, Judy is very unsure of herself and seems to withdraw whenever pressed to do work which she feels is too difficult for her. During December, Judy was asked to pose for a newspaper photograph with her friends for an article about the A.B.E. Library Center. Not only did Judy refuse to come for the picture, but she also did not come to class for a month afterwards. She felt threatened that her physical condition and her poor education would be exposed. Also, about a month ago, Judy received a letter from a neice. She wanted to write her back, but was unable to. I offered to help her write the letter. She readily accepted my help and insisted that I write the letter on my own - that I knew what to write about in a letter and she did not. Finally, we compromised and Judy dictated to me what she would tell her niece if she was talking to her. After the letter was completed, I told her to sign the letter. She refused and became very defensive. Finally, Margaret Minor, her teacher, firmly instructed her that she must sign the letter and she did so. She did not want to sign it because she did not want her neice to see her poor handwriting.

Books have really helped to motivate Judy in her class work. About a month ago, Judy checked out the New Readers Press book *David: From Shepherd Boy to King*. The story of David is one of her favorite Bible stories. Because of her love for this story, Judy became determined to learn to read this book on her own. She began bringing the book to class and working on individual chapters-learning the words which she did not know and then taking the book home to reread those chapters which she had mastered. Soon after she checked out the Story of David, she took out *Ruth: A Great Love Story* and began working on it. These books have given Judy a short term goal that she can work for in class. They have also given her positive feedback which she needed very much. In short, books have probably aided greatly in keeping her in the class. Now she is not only determined to learn to read these books of Bible stories, but she is also determined to improve herself on a much greater scale.

Martha E. Carraway

Mrs. Julia S.

Mrs. Julia Webb S. was born in Lowndes County, Haineville, Alabama. She was the second of the five children in her family. In her childhood stage, Mrs. Julia S. helped with the farm work, that her father did a great deal of, such as cattle, poultry, and hog raising.

She started to school at the age of seven. She attended a school where the grades started from the first to the twelfth. She completed ten years there, later dropped out to marry and start a family.

Julia married and came to Birmingham in the year of 1941. She expressed that she and her husband did a great deal of wild animal hunting. "We hunted for rabbits, 'coons (raccoons), and possums, boy them was the days" Mrs. S. went on to say.

She is the mother of 10 children. Her hobbies are working with vacation Bible schools, Bible class, ceramic work, and reading to her "children" (children from the East Birmingham community ranging from the age of 3 to 7). She became a student at Georgia Road-Hayes Adult Education Class in September of 1966. During this school period, Mrs. S. has checked out a number of 44 books through the Adult Basic Education-Library program. She is a member of Pilgrim Lutheran Church in Smithfield and a member of Stockham Bible and Art Classes, where she has been a member for 24 years.

I asked Mrs. S. how she felt about the library program and how it had helped her. She said:

"The library help(ed) me a great deal in my reading, pronouncing, spelling and give me courage to read in church and Sunday School and every day life and in talking to small children. It really open my eyes to face people more than I had. I am happy I met this library system."

Mr. Luther Lawler, Mrs. S.'s instructor had this to say about Julia:

"The Adult Education Library has served Mrs. Julia S. in a unique way. She is very religious and seeks in many ways to increase her knowledge of the Bible and Biblical happenings. The Adult Education Library has helped her immeasurably by supplying her with varied literature on religious subjects. In addition, Mrs. S. has enjoyed cook books, and books on Black people. Books of Biography have attracted Mrs. S.'s reading eye. She enjoyed George Washington Carver and Abraham Lincoln to name a few."

"Because Mrs. Julia S. does not work out, she is able to read both for information and enjoyment."

"The Adult Basic Education Library has been an open blessing to Mrs. S. and to Hayes Night School."

Luther Lawler, instructor

James C. Jones
ABE Aide

Mr. Walter N.

Mr. Walter N. is 32 years old and single. He dropped out of Parker High School in the tenth grade. He grew up in "Hudson City". Walter has five sisters and four brothers. He is employed by Mercy Hospital as a nursing assistant. He was trained at the Manpower training school and the Birmingham Skill Center. It took him four months to complete the course.

Walter is a member of the Woodlawn Community School class in Adult Basic Education. He has completed all of the G.E.D. requirements except English. He failed the test by 2 points. When asked why he was studying for his G.E.D., he said, "I thought I could further advance myself better".

Walter is a member of Mt. Park Baptist Church and a member of the church choir. He enjoys reading and music.

Walter says the material that he has checked out from the ABE-Library has helped him in his study of math and English. The material on drugs has helped him to understand the drug problem and problems that develop through the use of drugs. He has read several books on black culture and appears to want to better understand himself and the workd around him.

Walter has read Black Man in America, Black America, The Voice of the Children, What You Should Know about Drugs and Drug Abuse, Tear Down the Walls, General Mathematical Ability and Correctness and Effectiveness of Expression.

Margaret V. Minor
ABE Aide

Marie S.

Marie S. is 43 years old. She recently checked out the book Foxfire from the ABE-Library Center where she attends a class in Adult Basic Education. Marie told me the book reminded her of her childhood. She lived deep in the woods in a now popular fishing area a few miles outside of Birmingham. She has many stories about her mother and relatives using Polk leaves and other herbs for medicinal purposes. Her mother died when Marie was six and she lived with her sister, brother and her "old father". Her older sister died when she was nine and she went to live with her cousin who had seven children of her own. Marie attended school until she was in the tenth grade. She only went to school 2 or 3 days a week. She had to help with the washing. They had to wash clothes twice a week with a rub board and carried water from a creek. The washing of clothes was an all day event.

Marie has always been interested in reading. As a child she would read by the light of a huge open fireplace. She said that as a child she had more fun than the children of today because they can't find a thing to do with themselves. She said, "When we were children, we had to create our own games, such as playing in the woods and creeks. We would catch crawfish and minnows. We would catch snakes in the minnow basket and let the dogs kill them". Marie's whole concept of playing is the out-of-doors.

Marie tells of her grandmother who could "talk fire out of burns". Once a neighbor child came to "fetch" her grandmother to cure a s[illegible]r with pneumonia. The grandmother said, "Go tell your ma I can[illegible]re that, I'm just a weather witch". Marie says that her brother can get rid of warts if you will give him a nickle

"Sometimes", she said, "my children think I'm a witch. I know things before they happen." She is trying to understand E.S.P. She has recently had two rather frightening experiences which told of the death of two people. Both persons were shot and killed in the past year. She is reading books on the occult and E.S.P. trying to understand what is happening around her. I feel our books are helping her cope with her feelings of fear over these unusual happenings. There have been many other incidents of E.S.P. in her life, especially with her sons and family. I explained to her about how people can tune in on other people and their feelings. She had never thought about this in terms of feelings. She said this helped her quite a bit.

Marie is a rather attractive woman, however, her face has a toughness that I'm sure comes from the hardships of her early life. Her skin is weathered but her eyes seem to penetrate your whole thought process, especially when she is listening.

Marie was married to an alcoholic and she has checked out books on alcoholics and drugs. Some of the other books she has read are: Psychic Discoveries Behind the Iron Curtain, Witchcraft and Black Magic, 30 Days to a More Successful Vocabulary, The Illustrated Golden Dictionary, the Scholastic Dictionary of Synomyms Antonyms and Homonyms, E.S.P. and You.

Margaret V. Minor
ABE Aide

Mrs. Willie Pearl T.

Mrs. Willie Pearl T. was born in Camp Hill, Tallapoosa County, Alabama. She was the thirteenth child of her parents. Her father passed when she was 20 days old, therefore she was raised by her mother and maternal grandparents.

"Living conditions in Camp Hillwas hard for colored", Mrs. T. explained, "slavery was abolished, but you would have sworn it wasn't".

In her childhood at the age of 6, she attended an ungraded school, Rome School for Blacks there in Camp Hill. She went on to tell me that what she meant by "ungraded" is that each student was taught individually and not by grade levels.

During her teenage years, Mrs. Taylor was not exposed to a high school such as it is today. She said, "We didn't know what that was. Professor Edwards from Tuskegee Institute College, Tuskegee, Alabama would send an Educational-mobile to our community, one for the "missie" girls, and one for the boys. On our bus was such trades as: home economics, canning of vegetable and fruits, sewing, first aid, and care of teeth and eyes."

Later she attended high school that was newly built for the Blacks there in Camp Hill where she graduated. In the year of 1923, she attended Tuskegee Institute College under Dr. Robert R. Moton, where she studies sociology. She only attended there one year. In 1925, she moved to Birmingham, where she married. She worked as a domestic in Birmingham at one particular resident from 1929 to 1961.

Mrs. Taylor started at the Georgia-Road Hayes Adult Basic Ed tion class in October of 1969. She said, "I go to school to morely educate myself, because education, you never get enough."

(Cont.)

During the school term of 1972-1973, Mrs. T. has checked out 57 books through the Adult Basic Education Library. I asked Mr. Luther Lawler, Mrs. Taylor's instructor how he feels our program has helped her, he explained:

"The Adult Basic Education Library serves a very special need in the life of Mrs. Taylor. Mrs. Taylor has a nimble mind and is many sided. Her reading habits focus on the Black Heritage type of literature, and ranges to almost all other subjects. Having been a cook, she delights in books dealing in the culinery arts. Having worked for White families for so long, she developed interests in making friendships and artistic things (flowers, furniture, dishes, etc.) and in business matters (Social Security, Medicare, etc.)"

"As a result of these interests, the Adult Basic Education Library has proved to be a ready-made depository for her quick mind. Because Mrs. Taylor has time to read, she borrows and reads more books, I suppose, than any other student at Georgia Road-Hayes class."

"I wonder whether it's feasible to have a mobile library for the elderly and shut-in? I have a notion that such a library program would be welcomed."

Luther Lawler, Instructor

Later I asked Mrs. Taylor how she feels the library has helped. She explained:

"During this session of school, we have been blessed with the service of free library books. The books I have read are very good. But I liked the Black history of my people the best. Why? It gave me thoughts to be proud about. Next, was the sewing instruction books. I read several of them, and they*are all interesting and helpful. Thanks for the use of them, and I will pray that God will continue to bless us with such a wonderful program."

Mrs. Willie Pearl T.

James C. Jones
ABE Aide

Mrs. Mary and Brenda W.

Brenda and her mother attend the morning class at the ABE-Library Center. Each class day, Brenda wheels her mother who is confined to a wheel chair to class from "Central City". Brenda is only 18 years old and is physically and mentally handicapped. Her mother, Mary, is 54 and has been in a wheel chair all of her life because her legs are deformed.

Since her father died about five years ago, Brenda has done all of the cooking and housekeeping for her mother. Brenda and her mother present an interesting sort of relationship of interdependence. Mrs. W. is totally dependent on Brenda. However, she is constantly worrying about Brenda's physical condition. At times, Brenda will fall down for seemingly no reason. Because of this, Mrs. W. will not let Brenda even carry a cup of hot coffee because she is afraid that Brenda will fall and burn herself.

Brenda and her mother live in the "Central City" Housing project. There they have many friends with whom they visit often. The high point of their week is the night at the wrestling matches. About two months ago, Brenda was chosen to present a trophy to a wrestler who had been injured in a car accident. Brenda was thrilled. For the occasion, she had her hair fixed at no cost by a local beauty school. When she came to class several days later, she still had her hair fixed and her special make-up on. Brenda has had a severe problem with her appearance. Since she has been attending the classes, however, she has been taking more care in applying make-up, etc. She has checked out several books on beauty and etiquette such as 100 Plus Beauty Tips, Let's Face It, and The New Seventeen Book of Etiquette and Young Living.

Brenda and her mother have always been on welfare. They were living on $120.00 a month until recently when Brenda was declared unable to work and their welfare check was increased accordingly. It is apparant that they have been on welfare for a long time because they are accustomed to receiving charity. It is difficult for them to articulate their feelings when someone performs a service for them. Earlier this year, Brenda and her mother expressed their desire to attend the fair at the Festival of Arts, a special yearly program in Birmingham. It is held in Woodrow Wilson Park, adjacent to the "Central City" housing complex. Because they did not have the money for tickets, Mary called the Mayor, who knew her, and he got them tickets. In the meantime, someone at the library had donated money for tickets. They accepted all of this very casually.

Mary W. went through the second grade. Brenda attended special education classes at a local high school but evidently learned little there. According to Mrs. W. "all they did was play tiddly-winks in Brenda's special education class." When they started the class, Brenda felt that she was superior to many of the others because she had gone to high school. In reality, both Brenda and her mother read on level 1. Once Brenda had broadcasted her educational achievements, she had to create a front to protect herself. She tried to do problems which were too difficult. Because she could not do the work, she would not work in class but would leave everything for homework. Once she got home, she copied the answers from the answer sheet rather than working the problems. Finally, Margaret Minor, her teacher, confronted her about the cheating and she confessed. Her confession had a cleansing process on Brenda and helped her to confront her situation realistically. Brenda had needed to feel success so badly that she was willing to do anything to achieve it. Now she has started over in her math book, a decision she made for herself.

Both Brenda and her mother are avid readers and have checked out books often. Brenda has checked out several cook books to give her new ideas. Both Mary and Brenda have enjoyed *Dolly Madison; Famous First Lady*, *Maria Tallchief*, and *Amelia Earhart: Pioneer in the sky*. Their favorite books are those about Helen Keller, with whom they can emphathize. Reading about Helen Keller and how she overcame a physical handicap helped both Mary and Brenda to overcome their problems.

Brenda has also been attracted to books concerning nursing such as *Nurse in Training*, *Clara Barton: Soldier of Mercy* and *Florence Nightengale; War Nurse*. Her interest in nursing stems from her caring for her invalid mother. A week ago, Mrs. W. was put in the hospital because her blood pressure was extremely low. While her mother was in the hospital, Brenda stayed with her night and day and served the other patrons in the room as well. Obviously, Brenda got great fulfillment from this experience.

The ABE-Library program has extended Mary and Brenda's social outlets. Different staff members have met many of their needs on an individual basis. This attention has given them more confidence and made them more aware of their self-worth.

Martha E. Carraway
Library Aide

ABE Library Center

Condensed List of Most Popular Books read by ABE Students

1972-73

Adams. Building Word Power. Steck-Vaughn .99

Adams. Great Negroes Past and Present. Afro-Am 3.00

Adoff. Black on Black. McMillan 5.95

Adoff. I am the Darker Brother. Collier 1.25

Alderman. A cauldron of witches. Messner, 4.29

Alderman. The Devil's Shadow. Messner, 4.29

Alexander. What It Means to be Young and Black in America. Random House, 4.39

Alphaeus. The Life Story of Jesus. Pocket, 1.50

Anonymous. Go Ask Alice. Prentice-Hall, 4.95

Armstrong. Sounder. Harrow, .95

Asimov. The ABC's of the Earth. Walker, 4.41

Asimov. The Story of Ruth. Follett, 3.95

Austrian. The Truth About Drugs. Doubleday, 1.45

Bach. Johathan Livingston Seagull. Avon 1.50

Baldwin. Another Country. Dell, 1.25

Baldwin. Go Tell It on the Mountain. Dell, .95

Berry. Heroin was my Best Friend. McMillan 4.95

Better Homes and Gardens. Good Food on a Budget, 1.95

Beyren. Correctiveness and effectiveness of expression. Cowles, 3.14

Biegelson. How to go about getting a Job with a Future. Grosset and Dunlap, 2.59

B'ham Centenial Corp. Portrait of Birmingham. B'ham Centenial Corp. 3.00

Blakely. Religion in Shoes. John Knox Press. 1.95

Bthannon. Love, sex and being human. Doubleday 1.45

Bonham. Cool Cat. Dell .75

Bonham. Durango Street. Scholastic .75

Bonham. The Nitty Gritty. Dell .75

Booner. Dogs, selection, care and training. Grosset and Dunlap, 3.95

Bontemps. Famous Negro Athletes. Dodd, Mead. 3.25

Booker. Susie King Taylor: Civil War Nurse. McGraw-Hill, 4.53

Bornstein. Super Joe, the Joe Namath Story. Grosset and Dunlap. 4.[illegible]

Braithwaite. To Sir with Love. Pyramid .75

Brooks. Riot. Broadside Press. 1.[illegible]

Brown. Manchild in the Promised Land. New American Library. 1.25

Brownmiller. Shirley Chisolm. Doubleday. 1.45

Buck. The Story Bible. New American Library. 1.25

Cain. Bluechild Baby. Dell .[illegible]5

Carruth. She Wanted to Read. Abingdon Press 2.25

Cary. Meet Abraham Lincoln. Random. 1.[illegible]5

Cornell. Strange, Sudden and Unexpected. Scholastic .60

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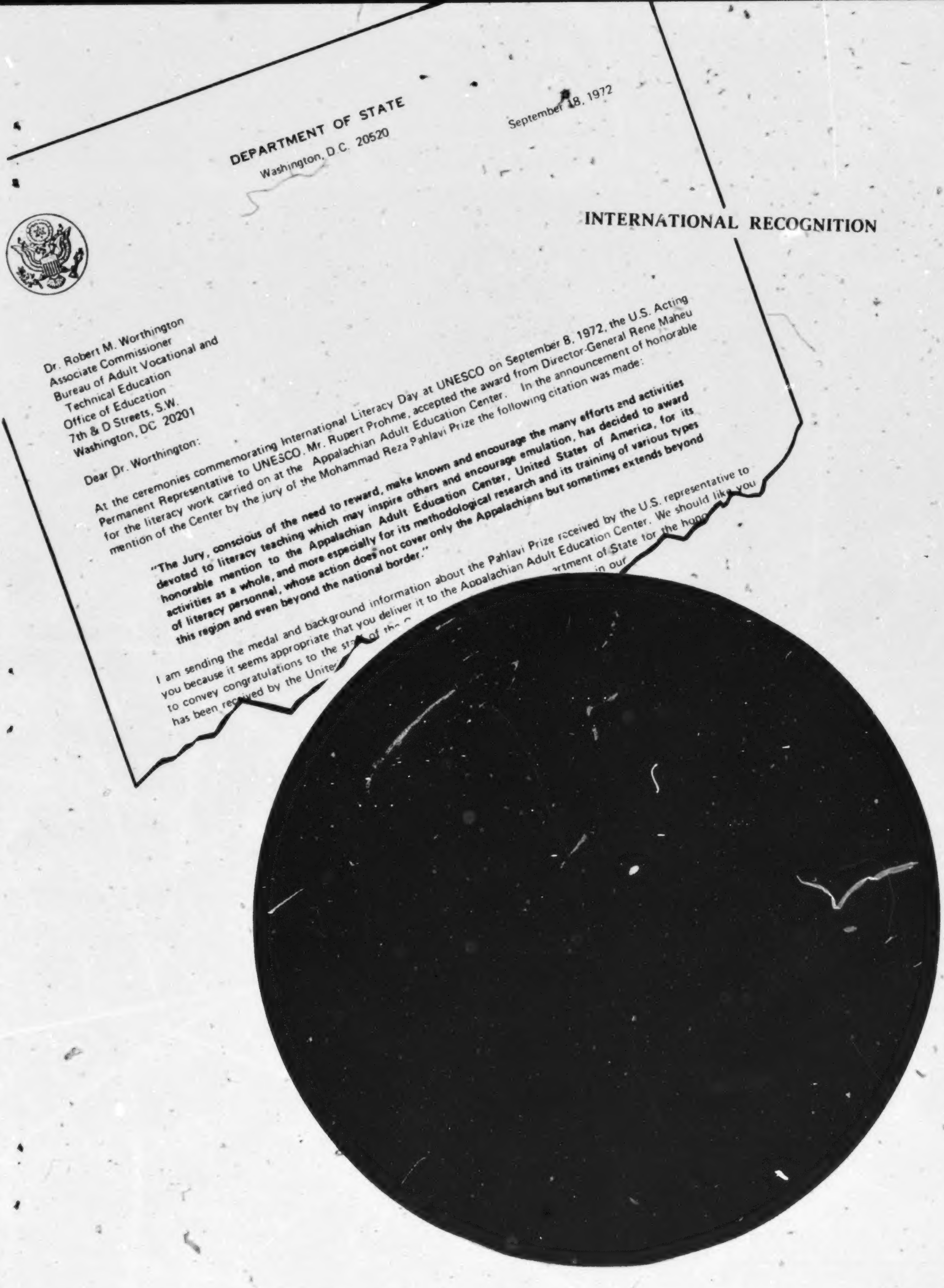

DEPARTMENT OF STATE
Washington, D.C. 20520

September 18, 1972

Dr. Robert M. Worthington
Associate Commissioner
Bureau of Adult Vocational and
Technical Education
Office of Education
7th & D Streets, S.W.
Washington, DC 20201

Dear Dr. Worthington:

At the ceremonies commemorating International Literacy Day at UNESCO on September 8, 1972, the U.S. Acting Permanent Representative to UNESCO, Mr. Rupert Prohme, accepted the award from Director-General Rene Maheu for the literacy work carried on at the Appalachian Adult Education Center. In the announcement of honorable mention of the Center by the jury of the Mohammad Reza Pahlavi Prize the following citation was made:

"The Jury, conscious of the need to reward, make known and encourage the many efforts and activities devoted to literacy teaching which may inspire others and encourage emulation, has decided to award honorable mention to the Appalachian Adult Education Center, United States of America, for its activities as a whole, and more especially for its methodological research and its training of various types of literacy personnel, whose action does not cover only the Appalachians but sometimes extends beyond this region and even beyond the national border."

I am sending the medal and background information about the Pahlavi Prize received by the U.S. representative to
you because it seems appropriate that you deliver it to the Appalachian Adult Education Center. We should like you
to convey congratulations to the sta of the C artment of State for the hono
has been received by the Unite in our

1922

Appalachian Adult Education Center
Bureau for Research and Development
Morehead State University, UPO 1353
Morehead, Kentucky 40351
(606) 784-9229 (606)783-3111

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